Digitized by the Internet Archive
in 2014

https://archive.org/details/attitudesdisabil00soph

ATTITUDES & DISABILITY

A SELECTED ANNOTATED BIBLIOGRAPHY

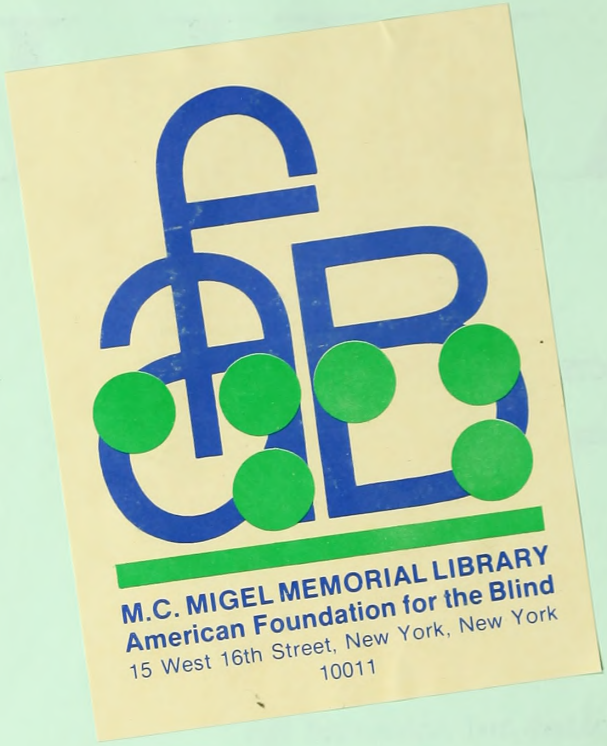
January 1975 - August 1977

Compiled and Annotated By:

Sophia Panieczko

Regional Rehabilitation Research Institute
on Attitudinal, Legal and Leisure Barriers
The George Washington University
1828 L Street, N.W.
Suite 704
Washington, D.C. 20036

W698
193


M.C. MIGEL MEMORIAL LIBRARY
American Foundation for the Blind
15 West 16th Street, New York, New York
10011

Attitudes related to disability have received much attention in both consumer and professional literature. For the purposes of this annotated bibliography, the entries are limited to articles and books published between January, 1975, and August, 1977.

The annotations are divided into several major categories for easy reference. Publications that deal with more than one topic area are cross-referenced. For example, if an article addresses the issue of educational mainstreaming of deaf children, a citation can be found under the heading, "Hearing Impairment" and also under "Attitudes Related to Education." The full annotation will appear only in the earlier section.

Some of the references included in this bibliography are not annotated because copies of the publications were not available.

Supported by the Rehabilitation Services Administration, DHEW Grant #15-P-57882/3-03 and the School of Education and Human Development, George Washington University, Washington, D.C.

BF698
P153
copy two

TABLE OF CONTENTS

	Page
ATTITUDES RELATED TO SPECIFIC DISABILITIES	3
CEREBRAL PALSY	3
EPILEPSY	4
HEARING IMPAIRMENT	5
MENTAL RETARDATION	11
SPINAL CORD INJURY	14
VISUAL IMPAIRMENT	16
OTHER DISABILITY	22
ATTITUDES OF DISABLED PERSONS	27
ATTITUDES OF REHABILITATION AND MEDICAL PROFESSIONALS	33
ATTITUDES OF FAMILY MEMBERS	38
ATTITUDES RELATED TO EDUCATION	45
ATTITUDES RELATED TO EMPLOYMENT	58
ATTITUDES OF GENERAL SOCIETY	62
THEORIES AND METHODS RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE	74
INSTRUMENTATION FOR MEASURING ATTITUDES	82

ATTITUDES RELATED TO SPECIFIC DISABILITIES

CEREBRAL PALSY

Cruickshank, W. M. Cerebral Palsy: A Developmental Disability. (3rd rev. ed.) Syracuse, NY: Syracuse U Press, 1975, xvii, 623 p.

Presents 17 papers by clinicians, educators, pediatricians, and other specialists on medical and psychological aspects of cerebral palsy; therapeutic measures; education and vocational guidance; and assistance to families.

Nielsen, H. H. A follow-up study of cerebral palsied patients: Some psychological, educational and vocational aspects. Scandinavian Journal of Psychology, 1975, 16(3), 217-224.

Conducted a follow-up of a study performed by H. H. Nielson (1966) in which an analysis was made of cognitive and visuomotor functions and personality characteristics of 39 Danish nonoligophrenic spastic adolescents and young adults. In the current study, it was found that 85% attended normal schools; the rest went to schools for physically or mentally handicapped. If retarded children with learning difficulties were not considered, there were no more than 10% regular problem cases, an incidence which is very close to what is found among ordinary, non-handicapped Danish school children. With regard to vocational career, nearly 80% were estimated to be able to obtain and remain in open employment. There was an overrepresentation of clients with a mild physical handicap in the problem group, indicating that it may be difficult to occupy such a "marginal" position with its easy access to comparison and competition with the so-called normal standards. (Journal abstract.)

O'Reilly, D. E. Care of the cerebral palsied: Outcome of the past and needs for the future. Developmental Medicine & Child Neurology, Apr. 1975, 17(2), 141-149.

Presents the presidential address delivered at the 28th annual meeting of the American Academy for Cerebral Palsy. 20 years of progress in the area are reviewed, and a plea is made for greater consideration of adults with cerebral palsy who are too disabled to live independently.

Podeanu-Czehofsky, I. Is it only the child's guilt? Some aspects of family life of cerebral palsied children. Rehabilitation Literature, Oct. 1975, 36(10), 308-311.

The author addresses the issues involved in the psychological adjustment of a cerebral palsied child and his/her family. Similarity to non-handicapped children is noted. Case studies are presented to show the relationship between the family situation and adjustment to disability.

CEREBRAL PALSY (Cont.)

Rafael, B. Enlarging the Circle: The Parent-Infant Program at United Cerebral Palsy. Teaching Exceptional Children, Spring 1977, 9(3), 64-66.

A description of a program developed to provide early intervention, parent training, parent education, emotional support to parents, and guidelines.

Thaman, A. M. A follow-up study of the adult adjustment of the cerebral palsied. Dissertation Abstracts International, Jan. 1975, 35 (7-B), 3407.

EPILEPSY

Arangio, A. J. Behind the Stigma of Epilepsy: An Inquiry into the Centuries Old Discrimination Against People with Epilepsy. Washington, D.C.: Epilepsy Foundation of America, 1975.

This is a review of studies and comments on those studies which deals with the social adjustment and difficulties experienced by people with epilepsy. Areas covered include psychological and social aspects of stigma and legal considerations.

Arieff, A. J. Rehabilitation in epilepsy. Comprehensive Therapy, Apr. 1977, 3(4), 13-18.

This article examines the use of drug treatment, patient abilities, obstacles to rehabilitation, and possible problems affecting learning. Denial of illness, social and family reactions, and negative publicity are discussed as well as more medical concerns.

Hermann, B. P. Psychological effects of epilepsy: A review. Catalog of Selected Documents in Psychology, Feb. 1977, 7, 16.

Johnson, M. S., Fennell, D. A. Dispelling the myths of epilepsy -- The teachers' involvement. Educational Horizons, Fall 1976, 55(1), 31-33.

This article advocates the role of teacher-as-member-of-health-team. Basic facts about epilepsy are presented, plus a sample case study. Problems and misconceptions are also considered. The teacher is seen as a potential role model for students, and also as an observer of symptoms and adverse reactions.

Kocijan, D., Faber, B., and Hajnšek, F. Education of epileptic children. (Yugo) Socijalna Psihijatrija, 1975, 3(1), 39-42.

Suggests that epileptic children encounter special problems in school because of environmental attitudes toward them. Preventive measures are outlined, including assistance to parents and teachers in avoiding negative attitudes and helping the child develop a more positive personality and outlook.

EPILEPSY (Cont.)

Perlman, L. G. and Strudler, L. A. The epileptic citizen: An employment perspective. Journal of Rehabilitation, Mar./Apr. 1976, 42(2), 36-40.

This article deals with the loss of manpower due to misconceptions of society in general and employers specifically regarding epilepsy. The authors describe Epi-Hab, a campaign to: (1) Encourage those with epilepsy to prepare for suitable jobs, (2) Educate professionals regarding the work potential of epileptics, and (3) Disseminate information to employers about seizures and work potential.

Ruhs, A. and Lechner, H. The mother-child relation in epilepsy. (Germ) Psychiatria Clinica, 1975, 8(6), 283-292.

30 mothers of epileptic children and a control group of 30 mothers of healthy children were tested with the semantic differential regarding their attitudes towards the concepts "mentally ill," "Epileptic," "diabetic," and "my child" in relationship to the concept "a person I like" as a clearly positively charged affective variable. The social distance to the disease carriers was, in opposition to equal-ranking tendencies of the various concepts of disease in both groups, smaller for the experimental group than for the control group. Regarding the attitude of the mothers to their own children, mothers of the experimental group demonstrated the following defense mechanism: rationalization, denial, and reaction formation. Specific attitudes in the areas of child rearing and anomalies in family relation were also revealed with help of the Parental Attitude Research Instrument scales. The approval of an active and positive child-rearing method was found to be in opposition to hostile tendencies with regard to their children. (English abstract.)

HEARING IMPAIRMENT

Altshuler, K. Z., et al. Impulsivity and profound early deafness: A cross cultural inquiry. American Annals of the Deaf, Jun. 1976, 121(3), 331-345.

Administered psychological tests of impulsivity to 150 Yugoslav and 100 American 15-17 year olds with early profound deafness and 100 hearing 15-17 year olds in each country. Results indicate that the deaf were more impulsive than the hearing and to a comparable extent in both countries, while Yugoslavs in general were more impulsive than Americans. The large sample of normal deaf subjects provides a first approximation to normative data for the deaf in the psychological measures used. (Journal abstract.)

Best, P. K. Psychological differentiation in the deaf. Dissertation Abstracts International, Jan. 1975, 35(7-A), 4239.

Bolton, B. (Ed). Psychology of Deafness for Rehabilitation Counselors. Baltimore: University Park, 1976, xii, 156 p.

In view of the linguistic retardation and diminished communication skills that accompany deafness, the psychological circumstances of deaf persons

are outlined for practitioners in the helping professions, and principles, procedures, and techniques that have proven effective in the rehabilitation of hearing-impaired clients are presented. Specific areas of development and functioning are examined, including the communicative, intellectual, personality, vocational, academic, and psychiatric aspects of deafness. Principles of program development in early education and rehabilitation are also considered. (L. Wechsler.)

Can Elsa, with a hearing disability, make it as a teacher? Instructor, Dec. 1976, 86(4), 16-18.

A situation described in which an elementary teacher decides to continue teaching after a significant hearing loss. Problems arising from the situation are discussed.

Coleman, P. G., Eggleston, K. K., Collins, J. F., Holloway, B. D., and Reider, S. K. A severely hearing impaired child in the mainstream. Teaching Exceptional Children, Fall 1975, 8(1), 6-9.

A description of a specialized and comprehensive program to involve a deaf child in normal classroom activity.

Connor, L. E. Mainstreaming a special school. Teaching Exceptional Children, Winter 1976, 8(2), 76-80.

A description of a program at the Lexington School for the Deaf which is accepting normally hearing children within its curriculum.

Cooper, A. F. Deafness and psychiatric illness. British Journal of Psychiatry, Sept. 1976, 129, 216-226.

A review of the literature on the relationship between deafness and psychiatric disorder reveals differences in the pattern of illness depending on the severity of deafness and the age of onset. Possible modes of action of long-standing hearing loss in the etiology of paranoid illnesses are considered (e.g., the psychological and social consequences of deafness, the possible contribution of sensory deprivation phenomena, and the interference of hearing loss in attention, perception, and communication). Possible future lines of research are suggested. (Journal summary.)

Curtis, M. A. Counseling in schools for the deaf. American Annals of the Deaf, Aug. 1976, 121(4), 386-388.

233 questionnaires concerned with existing counseling services in schools for the deaf and the need for these services were returned by 233 teachers and administrators in public and private residential schools, day schools, and day classes. Analysis revealed a recognized need and much support for counseling services in schools for the deaf. Regarding counseling services, 77.4% of respondents indicated that at least some of their deaf students were provided counseling services; 96.6% felt that such services are essential; 61.6% rated present services as poor or fair; 84.3% felt a need to add or expand these services; 83.6% rated overall staff attitude toward counseling services as good or excellent; and 90.4% would support the growth of their counseling program. (Journal abstract.)

Engel, R. and Gold, B. Serving hearing and deaf in an integrated program. The Pointer, Spring 1977, 21(3), 18-24.

A description of an alternative school which integrates handicapped and non-handicapped students. The teachers demonstrate commonalities and special needs of handicapped and nonhandicapped children. Sign language is viewed as a foreign language, and hearing children explore this form of communication.

Evans, A. D. Experiential deprivation: Unresolved factor in the impoverished socialization of deaf children in residence. American Annals of the Deaf, Dec. 1975, 120(6), 545-552.

Compared socialization problems among 123 deaf adolescents at a state residential school and 321 normal students at 2 high schools. Data reveal a truncated socialization process among the deaf subjects due to experiential deprivation, a process which involves a restricted type of communication at home, separation from hearing peers and from the opposite sex, strict dating rules, and lack of freedom to leave campus. (Journal abstract.)

Franklin, E. L. and Rubin, S. E. Facilitating the suitable placement of deaf rehabilitation clients. Journal of Applied Rehabilitation Counseling, Fall 1976, 7(3), 164-169.

Maintains that suitable placement in gainful employment should be the service outcome goal for all deaf clients served by state rehabilitation agencies. Such an outcome becomes more likely if community barriers to employment of the deaf are eliminated and if rehabilitation counselors work with their deaf clients so that appropriate client vocational choice is facilitated and effective direct placement services provided when necessary. Recommendations are suggested to rehabilitation counselors serving deaf clients with respect to vocational choice facilitation, direct placement service provision, and employment barrier reduction activities. (Journal abstract.)

Freeman, R. D., Malkin, S. F. and Hastings, J. O. Psychosocial problems of deaf children and their families: A comparative study. American Annals of the Deaf, Aug. 1975, 210(4), 391-405.

Compared results from parent and school questionnaires, psychological testing, home visit observations, a semistructured parent interview, and a review of available medical data in a study with 120 5-15 year old prelingually deaf children and a matched group of normal hearing children and their families. In comparison with the hearing group, deaf children were socially disadvantaged due to indirect and direct consequences of deafness.

Gillies, J. Personality and adjustment in deaf children. British Journal of Projective Psychology & Personality Study, June 1975, 20(1), 33-34.

Discusses the advantages of using the Lowenfeld World Technique to assess the personalities and adjustment problems of deaf and partially-hearing children.

Gregory, S. The deaf child and his family. New York: Halstead, 1976.

Describes the everyday life of young deaf children and their families, the deaf child's activities and daily routine, and the support and advice given to his parents during his early years. Information was derived from interviews with more than 100 mothers of deaf children.

Hollgy, S., Wilson, G.B., Giolas, T.G., & Dean, M.S. Listern reaction to hearing aid wearers. Journal of Rehabilitation of the Deaf, Jan., 8(3), 23-30.

Assessed the reaction of individuals with normal hearing to the same speaker under 3 conditions: (a) wearing a body aid, (b) wearing a behind-the-ear aid, and (c) wearing no aid. Speakers were presented via television, and were judged on credibility. Differences were generally limited to dynamism factor, as defined by Osgood's semantic differential scale. (A. Barclay)

Koetitz, L.E. Cognitive and psycho-social development in deaf children: A review of the literature. Education & Training of the Mentally Retarded, Feb. 1976, 11(1), 66-72.

Reviews the literature to examine specific differences between the personalities of deaf and hearing children. Three types of deafness are defined and discussed: conductive, sensorineural, and central. The intelligence, coding and problem solving, and creativity and conceptual skills of deaf children are assessed along with selected factors in the development of personality (e.g., general experience and stimulation, maternal attitudes, and identification). (M. Ellison-Pounsel)

Krupnick, N. and Krieger, G.W. The deaf in the work of work. Journal of Employment Counseling, Dec. 1976, 13(4), 182-188.

Points out that although deaf persons form a distinct minority in the world of work, are underemployed, and face bleak vocational futures, there are many actions that can be taken to improve their status. Professionals working with the deaf should be aware of the current vocational functioning of their clients. Deaf clients need specific job information; their social and communication skills may need improvement; and they may need basic skills in applying for a job. Comprehensive vocational counseling for the deaf is an obvious need. Also, employees must be encouraged to reduce job discrimination against the deaf. Employer attitudes preclude the deaf for appropriate job trials. It is concluded that if the counselor, client, and the employer work closely together, the occupational picture of deaf workers can be greatly upgraded. (Journal abstract)

McCauley, R.W., Bruininks, R.H., & Kennedy, P. Behavioral interactions of hearing impaired children in regular classrooms. The Journal of Special Education, 1976, 10(3), 277-284.

This study utilized an observation schedule of interactive behavior to compare the behavior of hearing impaired and nondisabled children in a classroom setting. "The results from the observation schedule used in this study indicate that those hearing impaired youngsters do not behave differently than non-handicapped classmates in regular classrooms." (p. 283) It was noted, however, that the disabled children relied more heavily on teachers as a source of rewarding social interactions, whereas the nondisabled relied more on their peer group.

Mallenby, T.W. & Mallenby, R.G. The personal space of hard-of-hearing children after extended contact with "normals." British Journal of Social & Clinical Psychology, Sept. 1975, 14(3), 253-257.

A group of 10 to 12 year old hard-of-hearing children integrated into a normal public school for a year were found to exhibit similar personal space to that of 10 normal children. Another group of 10 hard-of-hearing children who attended a special institutional school for the deaf exhibited greater interaction distances under varying dyadic interactions with a normal person. Practical application of the results is discussed. (Journal abstract)

Naiman, D.W. Picture perfect: Photography aids deaf children in developing communication skills. Teaching Exceptional Children, Winter 1977, 9(2), 36-38.

Use of a photography project to increase self esteem, decision-making, language development, and also communication with parents of deaf children. Specific skills were also learned.

Rainer, J.D. Some observations on affect induction and ego development in the deaf. International Review of Psycho-Analysis, 1976, 3(1), 121-128.

Discusses adolescents and adults with profound hearing loss since birth or early childhood, indicating in them a greater or lesser degree of immaturity, lack of empathy, and stereotypy in conscience and social behavior. Also noticed is a relatively shallow affective response which is short-lived, labile, and detached. The possible developmental relation of these traits to absence of sound or to object deprivation is considered, and the necessity for further studies of deaf infants is pointed out. Case illustrations are included. (Journal summary)

Rister, A. Deaf children in mainstream education. Volta Review, May 1975, 77(5), 279-290.

Sent questionnaires to parents of 131 hearing impaired children 6-16 yrs old who had been enrolled in the Speech and Hearing Institute's preschool program, and to the schools which these children were now attending. The 88 replies (67%) showed that only 8 children were attending residential schools, and that 83% were in public schools. 64% of the children were at expected grade level and achieving adequately. 62% were in regular education classes, and 38% in special education classes; various comparisons are made between these two groups. The level of hearing loss of these children is at least as severe as that found in general surveys. It is concluded that preschool education paid off for this group. (W. A. Hass.)

Rose, S. The use of the Test of Social Inference with deaf adolescents. Dissertation Abstracts International, May 1976, 36(11-A), 7346.

Rossett, A. Parenting of the preschool exceptional child. Teaching Exceptional Children, Summer 1975, 7(4), 118-119.

A description of a parent education program for parents of deaf children. Programs for other disability groups have also been developed. Visual aids are used to elicit discussion and sharing.

Stevens, R. P. Experiential deprivation: Another response. American Annals of the Deaf, Oct. 1976, 121(5), 494-496.

Challenges D. Evans's (1975) conclusion that deaf adolescents remain alien to their own society, on the following grounds: The theory and design of the study are inadequate, the nature of the data is unclear, the use of group data analysis overlooks information that contradicts the major conclusion, there is no evidence that the instrument used to measure socialization is either valid or reliable, and research findings that are in contradiction to the study are not dealt with. It is suggested that more research be undertaken before dramatic changes are made in educational environments of deaf adolescents. (Journal abstract.)

Subtitles for TV and films. American Education, Mar. 1977, 13(2), 18-22.

An article discussing the technical advances and changing attitudes which have brought films and TV programs to the hearing-impaired. Captioning may also help children with learning disabilities to become better readers. Difficulties are discussed, such as low reading ability, lack of knowledge of idiomatic speech, speed of captioning, etc.

Vernon, M. The employment picture, deafness and mental health. Rehabilitation Literature, June-July 1977, 38(6-7), 188-192.

A discussion centering around the effect of employment on mental health -- with particular emphasis on the deaf individual. Topics considered included unemployment among the deaf, job-training programs, Affirmative Action, post-secondary education and training, and career guidance.

Vernon, M. Major current trends in rehabilitation and education of the deaf and hard of hearing. Rehabilitation Literature, April 1975, 36(4), 102-107.

The author discusses ten major current trends relevant to the education and rehabilitation of deaf persons. Included in the discussion are: total communication, mainstreaming, consumer involvement, public information, changing nature of work and life, and medical considerations.

Vernon, M. and Athey, J. The Holcomb Plan: A creative approach to mainstreaming deaf and hard of hearing children. Instructor, Jan. 1977, 86(5), 136-137.

A description of a program in Newark, Delaware, which involves simultaneous communication. An interpretor-tutor translates what is being said, and thus the hearing impaired child understands what is going on. Regular classroom teachers are also taught signing, and soon other children are eager to learn. Guidelines for selecting students are given, as well as suggestions if an interpretor is not available.

A deaf adult speaks out: Mark Harris: Working toward a goal. Volta Review, May 1975, 77(5), 312-317.

Tells the story of a young insurance agent with moderate-to-severe hearing loss. His views on his education, his work as a special education teacher, and his switch to selling insurance are recounted, with additional comments on the handicap of hearing impairment, the need for encouragement from the family, and the value of setting personal goals.

MENTAL RETARDATION

Aloia, G. F. Effects of physical stigmata and labels on judgments of subnormality by preservice teachers. Mental Retardation, Dec. 1975, 13(6), 17-21.

This study tested the influence of the label "mentally retarded" and physical attractiveness on individual judgments of subnormality. The impact of physical appearance and teacher judgments on the educational outcome of a child are discussed.

Byrd, E., Byrd, P. D., and Emener, W. G. Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, Feb. 1977, 38(2), 42-44.

A five-point Likert scale was applied to twenty severe disabilities. Three groups comprised the sample of subjects: counselors, employers, and students. The results seemed to reflect the greatest differences in perception between student and employer populations.

Cleveland, D.W. & Miller, N. Attitudes and life commitments of older siblings of mentally retarded adults: An exploratory study. Mental Retardation, June 1977, 15(3), 38-41.

In this study it was found that "most families have adequate personal resources to cope with the problems of having a retarded child and are able to provide an environment for the proper development of their normal children." Also, it was found that the siblings' sex role was important in determining adjustment to having a retarded brother or sister (female sibling had a closer relationship).

Cook, J.W. & Wollersheim, J.P. The effect of labeling of special education students on the perceptions of contact versus noncontact normal peers. Journal of Special Education, 1976, 10(2), 187-198.

"The purpose of this investigation was to explore the effects of labeling and social contact with the mentally retarded from the perspective of normal peers in public schools." (p. 188) The measures used were: Semantic Differential Evaluative Factor, Semantic Differential Strength-Activity Factor, Perceived Behavior Measure, and Commitment to Involvement Measure.

Crissey, M.S. Mental retardation: Past, present and future. American Psychologist, Aug. 1975, 30(8), 800-808.

The history of the education of the retarded, the development and subsequent overuse of institutional programs, and the current emphasis on deinstitutionalization are discussed in relation to social-political movements occurring in the same time periods. The contributions of E. Seguin, A. Binet, H. Goddard, and L. Terman are discussed, moving from an emphasis on education and early development to identification and classification with the use of tests. Genetic differences appeared to be confirmed by early cross-sectional studies, and the concept of the "fixed IQ" influenced attitudes toward retardation and care-giving institutions. The beginning of current emphasis on the modifiability of mental development, deinstitutionalization, and social and medical prevention was signaled by the 1962 report of the President's panel on mental retardation. It is stressed

that future programs for the retarded will be influenced by the availability of resources and the presence of innovative, well-trained people dedicated to work with the retarded. (Author abstract)

Farina, A., Thaw, J., Felner, R.D. & Hust, B.E. Some interpersonal consequences of being mentally ill or mentally retarded. American Journal of Mental Deficiency, Jan. 1976, 80(4), 414-422.

Investigated whether (a) demeaning conditions elicit uniformly unfavorable reactions and (b) social responses vary as a function of differences in the stigmas possessed. The study was conducted at an institution for mentally retarded persons.

Floor, L., Baxter, D., Rosen, M., & Zisfein, L. A survey of marriages among previously institutionalized retardates. Mental Retardation, April 1975, 13(2), 33-37.

In this study, the marital status of 80 previously institutionalized retardates is investigated. Possible effects of institutionalization are discussed, and suggestions are made to improve the chances of future marital success.

Gottlieb, J., Gampel, D.H., & Budoff, M. Classroom behavior of retarded children before and after integration into regular classes. Journal of Special Education, Fall 1975, 9(3), 307-315.

Observation was used to assess the effects of integration on educable mentally retarded children. Results indicated that the integrated children exhibited behaviors more similar to their nonretarded classmates than did those who were segregated in a special class.

Gottlieb, J., Siperstein, G. N. Attitudes toward mentally retarded persons: Effects of attitude referent specificity. American Journal of Mental Deficiency, Jan. 1976, 80(4), 376-381.

Studied the effects of the specificity of the attitude referent on 75 female undergraduates' expressed attitudes. Specifically, attitudes toward a "mentally retarded person" referent were compared with attitudes toward mentally retarded referents who were described in terms of their severity of retardation and CA. Results indicate that expressed attitudes toward a nondescript mentally retarded person referent were generally intermediate in favorability between mildly and severely retarded person referents. The response format of the attitude questionnaire (e.g., Likert's of forced-choice) also affected attitude scores differently as a function of the referent employed. (24 ref) (Journal abstract.)

Kelly, N. K. and Menolascino, F. J. Physicians' awareness and attitudes toward the retarded. Mental Retardation, Dec. 1975, 13(6), 10-13.

This study demonstrates that a sample group of physicians was relatively unfamiliar with the local services available to the mentally retarded despite national recognition of these services.

MacMillan, D. L., Jones, R. L., and Meyers, C. E. Mainstreaming the mildly retarded: Some questions, cautions and guidelines. Mental Retardation, Feb. 1976, 14(1), 3-10.

A detailed discussion of mainstreaming and its potential ramifications. More care is called for so that children are not harmed "in this wave of well-intended, but sometimes naive, acceptance of mainstreaming." (From abstract). Teacher attitudes and preparation are considered, and several guidelines are proposed.

Rhoades, C. and Browning, P. Normalization at what price? Mental Retardation, Apr. 1977, 15(2), 24.

A discussion addressing some of the disadvantages of integration of the mentally retarded with nondisabled populations.

Smith, I. L., Greenberg, S. Teacher attitudes and the labeling process. Exceptional Children, Feb. 1975, 41(5), 319-324.

The results of this study support the hypothesis that teachers' decisions to label children as mentally retarded tended to be biased against the lower socioeconomic levels and thus contribute to the inappropriate labeling of these children.

Stephens, W. E. Mainstreaming: Some natural limitations. Mental Retardation, June 1975, 13(3), 40-41.

The author considers the many variables involved in deciding whether a mentally retarded child should be mainstreamed. Caution is advised.

Stokes, B. M. Helping parents to accept. Child Care, Health & Development, Feb. 1976, 2(1), 29-33.

Asserts that the way in which a professional team approaches the parents of a mentally handicapped child influences the parents' acceptance of that child. It is emphasized that methods of telling the parents about their child's handicap, including who should tell, how much, and when, must be carefully weighed. Professionals should, in a nonjudgmental way, encourage parents to identify emotions (e.g., guilt, anger, anxiety, or grief) in their reactions. It is important to stress how normal these feelings are. Parents may benefit from group therapy sessions in working through feelings. Efforts should be made to educate parents about their child's handicap and to encourage them to direct their need for more information to experts rather than to family or friends. Involvement with the child and the passing of time are acknowledged as the major ways in which the grief of parents is relieved and acceptance of the child is achieved. The conclusion is drawn that early action, diagnosis, and involvement are critical factors in "helping parents to accept." (A. C. Moltu.)

MENTAL RETARDATION (Cont.)

Taylor, H. G. Social perception of the mentally retarded. Journal of Clinical Psychology, Jan. 1975, 31(1), 100-102.

This article addresses the research task of comprehensively assessing community attitudes and information with regard to the mentally handicapped. The effects of confounding variables are described.

Throne, J. M. Normalization through the normalization principle: Right ends, wrong means. Mental Retardation, Oct. 1975, 13(5), 23-25.

To speak of normalizing the retarded by treating them normally is a contradiction in terms; treating them normally will leave them functioning as retarded. Retarded by definition means retarded under ordinary conditions. Only extraordinary conditions -- non-normal -- can result in diminishing retarded states, i.e., making the retarded more normal. (Journal abstract.)

SPINAL CORD INJURY

Carlson, C. E. Cognitive structure, goal characteristics, and life satisfaction following spinal cord injury. Dissertation Abstracts International, June 1975, 35(12-B, Pt. 1), 6160-6161.

Dunn, M. Social discomfort in the patient with spinal cord injury. Archives of Physical Medicine and Rehabilitation, June 1977, 58(6), 257-260.

The Social Situations Questionnaire was administered to 40 subjects with spinal cord injury. It was found that spinal cord injury patients were willing to admit to social discomfort in certain situations, especially those involving elimination functions, public embarrassment and refusing unwanted help. Educational materials and social skills training courses were selectively recommended.

El Ghatit, A. Z. and Hanson, R. W. Outcome of marriages existing at the time of a male's spinal cord injury. Journal of Chronic Diseases, 1975, 28, 7/8, 383-388.

The outcome of 333 marriages in which the husband sustained a spinal cord injury was examined using the questionnaire method. Results of the study revealed that the divorce rate did not differ from that of the U.S. and was considerably lower than that found in California, where the majority of subjects resided. Level of cord-injury, education, children, and the ability to sustain employment were also investigated in terms of marital stability.

Felice, K. A., Muthard, J. E. and Hamilton, L. S. The rehabilitation problems and needs of the spinal-cord injured: A pilot study. Journal of Applied Rehabilitation Counseling, Summer 1976, 7(2), 76-88.

Reports the findings of a pilot study of spinal-cord injury (SCI) in Florida, under 3 headings: (a) the incidence of SCI in Florida; (b) the experiences of SCI persons and of vocational rehabilitation counselors,

and their perceptions of the adequacy of their community's treatment and rehabilitation services for the SCI; and (c) the availability of facilities, equipment, and personnel for the care of SCI individuals in Florida. Recent developments in such care are discussed. (Journal abstract.)

Manley, S. and Armstrong, M. A transitional living experience for the severely disabled. Rehabilitation Counseling Bulletin, June 1976, 19 (4), 551-555.

This article describes a transitional living facility at Craig Hospital, Rocky Mountain Regional Spinal Cord Injury Center in Englewood, Colorado. Severely disabled people need opportunities to adapt newly learned skills to a practical living situation. This program has resulted in gains in self-concept, skills, family awareness, social-psychological adjustment to disability, and lowered costs associated with outpatient status. (Journal abstract.)

Mesch, J. C. Content analysis of verbal communication between spinal cord injured and nondisabled male college students. Archives of Physical Medicine and Rehabilitation, Jan. 1976, 57(1), 25-30.

This study investigates the interaction quality between three types of dyads: disabled-disabled, disabled-nondisabled, and nondisabled-nondisabled. Results indicated that the mixed dyads exhibited the most self-disclosure on a high intimacy topic. The two nondisabled partners exhibited the least self-disclosure at all levels of topic intimacy.

Pepper, G. A. The person with a spinal cord injury: Psychological care. American Journal of Nursing, Aug. 1977, 77(8), 1330-1336.

A model of adjustment phasis in traumatically injured patients is described. This theoretical model is based on Erikson's psychosocial developmental stages, and includes natural regression and an obligatory reworking of several previously surmounted developmental tasks. Nursing implications are discussed; independence as an appropriate goal at certain stages is also described. Sexual counseling is considered.

Roessler, R., Milligan, T. and Ohlson, A. Personal adjustment training for the spinal cord injured. Rehabilitation Counseling Bulletin, June 1976, 19(4), 544-550.

Describes experiences with Personal Achievement skills (PAS), a group counseling process in a spinal cord injury project. PAS emphasizes training in communication and goal setting in the context of group process, and its use with 10 patients with spinal cord injuries and 10 controls is described. Issues in conducting such training, as well as other features necessary for comprehensive service to the spinal cord injured, are discussed. (Journal abstract.)

Rustad, L. C. An investigation of the relationship between imaginational processes and motor inhibition: The fantasy life of paraplegics and quadriplegics. Dissertation Abstracts International, Oct. 1975, 36 (4-B), 1930-1931.

SPINAL CORD INJURY (Cont.)

Sadlick, M. and Penta, F. B. Changing nurse attitudes toward quadriplegics through use of television. Rehabilitation Literature, 1975, 36(9), 274-278.

"Attitudes of rehabilitation professionals toward their clients are probably more important in determining the individual's response to treatment and planning for rehabilitation than any other single force." (p. 274) The attitudes of nursing students toward quadriplegics as social and working persons were significantly changed in a positive direction after viewing and discussing a 17-minute videotape of a successfully rehabilitated quadriplegic. Osgood's Semantic Differential was used.

Scott, J. B. Attitude change of spinal cord injured males and their marital partners involved in a sexual therapy program. Dissertation Abstracts International, Mar. 1975, 35(9-B), 4663.

Wada, M.A. & Brodwin, M. G. Attitudes of society toward sexual functioning of male individuals with spinal cord injury. Psychology, Nov. 1975, 12(4), 18-22.

Surveyed 104 subjects to determine knowledge and attitudes of the general public about sexual functioning in males with spinal cord injuries. Results confirmed the existence of a belief that once an individual is confined to a wheelchair his sex life is over, although the medical evidence is that this is not always true. No differences were found among the three age groups surveyed; recent social change, the "sexual revolution," and increased visibility of the disabled have done little to change knowledge about the sexuality of the disabled. Men and women gave similar responses. Even those persons having increasing contact with the disabled were relatively ignorant in this area. Figures are cited to show that physicians share this ignorance. (I. Davis.)

VISUAL IMPAIRMENT

Acton, J. J. Establishing and maintaining a therapeutic environment in a residential rehabilitation center for the blind. New Outlook for the Blind, Apr. 1976, 70(4), 149-152.

Outlines the functions of a residential rehabilitation center for the blind, including its role as a therapeutic treatment center. The heart of the therapeutic environment is the interaction between each staff member and student. Thus, careful staff recruitment and continuous staff training are crucial in developing a unified and consistent approach. The staff must be able to manage the rehabilitation process consciously and adapt to it the needs of each student. (Journal abstract.)

Burlingham, D. Special problems of blind infants: Blind baby profile. Psychoanalytic Study of the Child, 1975, 30, 3-13.

Proposes revisions and additions to the Baby Profile of W. E. Freud (see PA, Vol 50:6461) for observation of blind infants. Particular attention should be devoted to (a) the mother's attitude and behavior toward her blind baby, (b) the development of object relations by the child, and (c) behavioral manifestations of pleasure, aggression, and other affects. Differences between blind and sighted infacts in the establishment of a sleep-wakefulness cycle, sensorimotor integration in the feeding situation, and the mother-child relationship are discussed. (S. A. Thorpe.)

Casabianca, J. The case of Mr. K.: Rehabilitation vs. institutionalization. New Outlook for the Blind, Nov. 1975, 69(9), 416-417.

The case of a 65-year old blind man who came to the Center for Independent Living from a state psychiatric hospital illustrates the problem of blind persons confined to mental institutions merely because they have not been taught the skills for living in a sighted world and because no one is concerned enough to get them out of hospitals and into rehabilitation programs. Rehabilitation also costs less than long-term hospitalization.

Davidson, T. M. The vocational development and success of visually impaired adolescents. New Outlook for the Blind, Sep. 1975, 69(7), 314-316.

A review of the literature indicates that visually impaired adolescents are not as vocationally immature as has often been suggested. An effort to combat negative attitudes toward individuals who are visually impaired is recommended.

Delafield, G. L. Adjustment to blindness. New Outlook for the Blind, Feb. 1976, 70(2).

Examines various factors that can or should be used to determine adjustment to a disability such as blindness and discusses the need for developing ways to accurately measure the process. It is emphasized that adjustment is a broad concept that embraces many behavior patterns: self-concept, nature of blindness, and the attitudes of significant others. It is suggested that self-concept or self-esteem is the central concern but is neglected. (Journal abstract.)

Dickey, T. W. Meeting the vocational needs of the older blind person. New Outlook for the Blind, May 1975, 69(5), 218-225.

Statistical data on the desirability of hiring older workers are reviewed, and pointers for vocational counselors responding to employers' objections are presented. The relationship of past work experience to new job possibilities is also explored.

Gaudino, A. and Tamaren, M. Learning through giving. Instructor, Nov. 1975, 85(3), 122-123.

A description of a project involving eleven adolescent visually handicapped slow learners, who worked to aid a less fortunate family. Skills acquired during the fund-raising activity included integration of math, art, and language arts which increased student self-esteem.

Giarratana-Oehler, J. Personal and professional reactions to blindness from diabetic retinopathy. New Outlook for the Blind, June 1976, 70 (6), 237-239.

The author, a blind psychiatric nurse who offers professional counseling to newly blinded individuals, discusses adjustment to blindness from both professional and personal points of view. The major aspects of adjustment to blindness are considered to be grieving (not only over loss of vision but also, for the diabetic, future complications of the condition and a shortened life expectancy), revaluation (value change, the development of realistic goals), the independence-dependence conflict, stigma (societal prejudice and the attribution to blind persons of stereotyped characteristics), communication without visual cues, and identity integration or the state of self-actualization by which the individual learns to live with his/her disability. (Journal abstract.)

Jastrzembska, Z. S. (Ed.) The Effects of Blindness and Other Impairments on Early Development. New York: American Foundation for the Blind, 1976, 210 p.

Presents six papers and the discussion generated by them at a 1972 conference. Papers dealt with sensory deficit and motor development in infants blind from birth, effects of early blindness on the development of auditory-spatial learning, somatosensory deprivation and its relationship to the blind, self-representation in young blind children, communication development in the first three years of life, and temperament and the rubella child. (A. C. Moltu.)

Jernigan, K. Blindness: Is the public against us. Address delivered at the Annual Convention of National Federation of the Blind, July 1975.

The article emphasizes that it is not blindness itself that causes the main difficulties, but rather social attitudes and cultural heritage which views blind individuals as second class people. "Second-class status and deep despair come not from lack of sight but from lack of opportunity, lack of acceptance, lack of equal treatment under the law, and (above all) lack of understanding." (p. 1)

Included are comparisons and contrasts with the Black movement. The press is criticized for condescension and avoidance of the real issues.

Jernigan, K. Blindness - The myth and the image. The National Federation of the Blind, Washington, D.C. (N.D.)

In this article the author contrasts two opposing views of blindness: one that considers it a tragedy evoking pity, the other, as a physical nuisance which need not prevent productive functioning. Condescending social attitudes are discussed and satirized.

Jernigan, K. Blindness: Of visions and vultures. Address delivered at the Annual Convention of the National Federation of the Blind in L.A., July 1976.

The speaker addresses the issue that the major problem of blindness is not blindness itself, but rather the negative attitudes and misconceptions of the public. Many specific examples are used. Equality is the principal focus.

Jernigan, K. Disability and visibility: Uncle Tom, Blind Tom, and Tiny Tim. National Federation of the Blind, Washington, D. C. (N.D.)

In part this article is a critique of a 1969 article by Leonard Kriegel entitled, "Uncle Tom and Tiny Tim: Some Reflections on the Cripple as Negro." Jernigan analyses the underlying defeatism and pessimism of the article, and advocates more awareness and active participation in the consumer movement, in this case the National Federation of the Blind.

Jernigan, K. To man the barricades. National Federation of the Blind, Washington, D.C. (N.D.)

This article is a plea for blind consumers and committed sighted persons to become activists in fighting for autonomy and respect as adult human beings. The author speaks out angrily against society's condescension and paternalistic attitudes. Government agencies, research grants, and simplistic publications receive most of his sarcastic attack.

Koestler, F. A. The Unseen Minority: A Social History of Blindness in America. New York: David McKay, 1976, xi, 559 p.

Presents a comprehensive account of how the blind in the U.S. have come to participate increasingly in the mainstream of work and life. The successive steps of the emancipation are described: Braille, schools for the blind, Seeing Eye dogs, the Talking Book, rehabilitation services, technological advances, and helpful legislation. The work of important individuals such as Helen Keller on public attitudes is explained.

Lowenfeld, B. The Changing Status of the Blind: From Separation to Integration. Springfield, Ill.: Charles C. Thomas, 1975, xiv, 336 p.

Describes four phases in the history of the socioeconomic status of the blind: separation, ward status, self-emancipation, and integration into society. The current situation regarding work with the blind in the U.S. is evaluated; i.e., education, rehabilitation, public policy, attitudes, agency systems, self-organizations, economic forces, and public assistance. (Journal abstract.)

Mayadas, N. S. Houseparents' expectations: A crucial variable in the performance of blind institutionalized children. New Outlook for the Blind, Feb. 1975, 69(2), 77-85.

Conducted a study with 26 blind adolescents and their houseparents to test the degree of relationship between the blind child's performance and expectations of houseparents, the most significant others in the institutionalized child's life. Results support the hypothesis that houseparents' influence on behavior is statistically significant. It is contended that it is of utmost importance that houseparents and other significant personnel be selected carefully and receive continued training. They must become familiar, through roletaking, with the world of the blind, and blind and sighted together must determine behavioral expectancies for the blind child. (Journal abstract.)

Mayadas, N. S. and Duehn, W. D. The impact of significant adults' expectations on the life style of visually impaired children. New Outlook for the Blind, Sep. 1976, 70(7), 286-290.

Examined the behavior performance of 56 blind persons in view of the role expectations of significant others. Findings suggest that there is a correlation between the expectation of significant others and the "blind role" assumed by blind persons. However, it was also found that in many circumstances blind persons act not in accordance with a uniform blind role but in accordance with accepted social norms due to broader societal conditioning or because of their own self-expectations. (Journal abstract.)

Needham, W. E. and de l'Aune, W. R. Patient satisfaction with residential adjustment to blindness training. New Outlook for the Blind, May 1976, 70(5), 182-187.

138 patients who had received adjustment to blindness training at a Veterans Administration residential center were questioned regarding the program's effectiveness after they had returned to their community for a period of six months or longer. Patient satisfaction was high, with approximately half of the veterans rating the program as optimal in most areas. Expressions of dissatisfaction were directed to wanting more rather than less training, attesting to the relevancy of the traditional model of residential blind skill training. Need for additional braille and communications skills was expressed, as well as a desire for more recreational activities. Use of blindfold training was strongly endorsed. Essentially two-thirds of the blinded veterans who received training described their lives as either extremely satisfying or somewhat satisfying at that time. Patient satisfaction ratings are seen to be a useful method of evaluating rehabilitation services. (Journal abstract.)

Rubin J. A. Through art to affect: Blind children express their feelings. New Outlook for the Blind, Nov. 1975, 69(9), 385-391.

Describes an art program with multiply handicapped, visually impaired children. The program enabled them to let their feelings go, to move freely and rhythmically, and to experience the pleasure of controlling and creating with materials they could successfully use. They could also communicate important feelings, including those that related to their blindness, and especially the anger which was hard for them to express directly.

St. John, W. D., Child, C. and Kelly, S. B. Paul -- Justin: Two case studies. Instructor, Feb. 1976, 85(6), 114-117.

One case study involves a visually impaired child who -- through the use of special modifications -- is part of a "normal" classroom. Teachers' initial frustrations are examined, and modifications are described in detail. The other case study involves a learning disabled student.

Scholl, G. T. and Schnur, R. Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped. New York: American Foundation for the Blind, 1976, 95 p.

Presents a resource manual for those seeking appropriate measures of psychological, educational, and vocational functioning in the blind and visually handicapped. General guidelines for assessment and some alternative strategies for measuring characteristics of the blind are discussed.

Schulz, P. J. The sight of blindness and the phenomenon of avoidance. New Outlook for the Blind, June 1975, 69(6), 261-265.

Notes that newly blinded people, in addition to adjusting to their loss of vision, must also often cope with being avoided by family and friends. All blind persons encounter the problem of avoidance in their daily contact with people. Because of the sighted person's fear of becoming blind himself, he avoids anything that stimulates that anxiety, particularly individuals who are blind. Being unable to cope with the fear aroused in him, he retreats in order to reduce its intensity. It is suggested that avoidance can be countered by more personal contact between blind and sighted persons and by increasing the visibility of well-adjusted blind persons in the community. Agencies for the blind can, in their public education and fund-raising programs, influence attitudes by accurately portraying the abilities of blind persons. (Journal abstract.)

Straus, A. Changing attitudes toward blindness: A role-playing demonstration for service clubs. New Outlook for the Blind, Nov. 1975, 69(9), 407-409.

Designed a short program to improve attitudes toward blind persons and to correct misinformation, and presented it to 13 Lions and Rotary

VISUAL IMPAIRMENT (Cont.)

Clubs. A role-playing demonstration with blindfolded members of the audience was followed by a discussion period. Questionnaires were administered before each presentation and 1-2 months later, and showed significant improvements in those attitudes in which blind people are viewed as helpless, inferior, and dependent. Improvements in the participants' knowledge about blind people did not occur to the extent expected. (Journal abstract.)

Thomas, B. Environmental education for the blind. Instructor, May 1977, 86(9), 106-107.

The author describes specific activities which involved blind and multiply disabled students in outdoor adventures and skills' development.

Wacker, C. H. Where are they now? Toward more effective vocational goal-setting for blind adults. New Outlook for the Blind, Jan. 1976, 70 (1), 19-21.

Data from 211 blind 18-66 year olds who had participated in a rehabilitation program show that 133 job placements had been made and that 56 of these were in competitive employment. Several findings about client motivation, self-confidence, and vocational goal-setting are presented.

Warren, D. H. Blindness and early development: What is known and what needs to be studied. New Outlook for the Blind, Jan. 1976, 70(1), 5-16.

Points out the deficiencies of research into the comparative development of blind and sighted children and some of the reasons for these deficiencies. The kinds of research that have been done in perceptual-motor, cognitive, language, social, and personality development are discussed, and the kinds of research that should be done are described. Reasons why other research into early development of blind children has not been done are also discussed. (Journal abstract.)

OTHER DISABILITY

Armstrong, S. The common structure of treatment staff attitudes toward adolescent dialysis patients. Psychotherapy and Psychosomatics, 1975, 26(6), 322-329.

Fifteen nurses were asked to rate five adolescent dialysis patients on a fourteen-item nurses' semantic differential scale. Three factors were extracted: nurses' perceptions of the adolescent's general despair, identity consolidation, and dependency strivings.

Braham, S., Houser, H. B., Cline, A. and Posner, M. Evaluation of the social needs of nonhospitalized chronically ill persons. Journal of Chronic Diseases, 1975, 28(7/8), 401-419.

This study assesses the social needs of 47 nonhospitalized persons with multiple sclerosis and their families. It relates the needs to the

degree of disability and functional level in activities of daily living of the subjects. Instruments used were Kurtzke Disability Rating Scale and the Katz Activities of Daily Living Scale.

Curtis, W. S., Donlon, E. T. and Tweedie, D. Adjustment of deaf-blind children. Education of the Visually Handicapped, Mar. 1975, 7(1), 21-26.

Studied the adjustment of 30 deaf-blind children observed in three behavior modalities: activities of daily living, informal social activity, and formal learning. Each child was videotaped in these modalities and judges rated the behavior.

D'Afflitti, J. G. and Swanson, D. Group sessions for the wives of home-hemodialysis patients. American Journal of Nursing, Apr. 1975, 75(4), 633-635.

Describes the interaction process occurring in 12 weekly group sessions with 17 spouses of male hemodialysis patients. Age range of group members was 35 to 55. The report focuses on the psychological stress which families experience in administering home dialysis treatment. The group sessions intervention provides important emotional support for such families by reducing anxiety, depression, and isolation. (R. G. Gibson.)

Goldberg, R. T., Bernstein, N. R. and Crosby, R. Vocational development of adolescents with burn injury. Rehabilitation Counseling Bulletin, Mar. 1975, 18(3), 140-146.

Investigated the relationships among facial disfigurement, career plans, and rehabilitation outlook in 34 adolescents with burn injury. Subjects were 10 female and 24 male outpatients ranging in age from 12-18 years. They were interviewed on the Goldberg Scale of Vocational Development. Severity of facial disfigurement correlated negatively with both rehabilitation outlook and career plans. Results show that the rel--tionship between disfigurement and outlook was dependent in part upon the influence of career plans. Career plans correlated positively with rehabilitation outlook. Thus, adolescents with burn injury may be affected in their rehabilitation outlook by two factors: the degree of facial disfigurement and career plans. (Journal abstract.)

Herskowitz, J. and Marks, A. N. The spina bifida patient as a person. Developmental Medicine and Child Neurology, June 1977, 19(3), 413-417.

A case study of a young man with spina bifida is presented. The authors focus on his perception of himself as a "defect" rather than as a person. Early and continued psychiatric intervention is recommended to avoid this kind of identity association. Also noted is the possi-bility that therapy itself may reinforce maladaptive development.

Marshall, J. R., Rice, D. G., O'Mera, M. and Shelp, W. D. Characteristics of couples with poor outcome in dialysis home training. Journal of Chronic Diseases, 1975, 28(7/8), 375-381.

The data suggest that "certain emotional reaction patterns of the couple (rather than just that of the patient....) to the need for chronic dialysis may represent the greatest obstacle for successful rehabilitation." (p. 380) The authors recommend consideration of spouse's as well as patient's characteristics for selection for home dialysis training.

Martin, P. Marital breakdown in families of patients with spina bifida cystica. Developmental Medicine & Child Neurology, Dec. 1975, 17(6), 757-764.

Studied 153 mothers or guardians of 2-13 year olds of whom 34 had spina bifida cystica, 59 were relatively healthy, and 60 had diabetes. The latter two groups were used as controls. Divorce or separation of the parents did not occur significantly more frequently than in the general population of the U.S. While in some cases a child with spina bifida might be the factor responsible for the breakdown of a marriage which is already strained, in other cases such a child might bring the parents closer together. A further finding was that, compared with other children in this study, a greater proportion of children with spina bifida did not remain with their natural parents. These observations stress the importance of early evaluation of a family with a spina-bifida child and the need for assistance for both natural and adoptive parents. (Journal summary.)

Powell, B. R., Diller, L. and Grynbaum, B. Rehabilitation performance and adjustment in stroke patients: A study of social class factors. Genetic Psychology Monographs, May 1976, 93(2), 287-352.

In a prospective follow-up study comparing the adjustment of 100 hemiplegics (mean age, middle 60s) in rehabilitation programs in a public institution and 105 subjects in a private university facility, measures were taken one month after admission and 18-24 months after discharge. Initially groups differed in social profiles (social class, ethnicity, marital status), incidence of secondary medical conditions, and attitudes (including expectancies and F scale and sick role questionnaire) but not in performance and motivation on the programs. At follow-up a similar pattern appeared. Patients at the public institution received less follow-up treatment, and many more went to nursing homes. Implications for rehabilitation programs are presented. (Journal summary.)

Sanders, K., Mills, J., Martin, F. I. and Horne, D. J. Emotional attitudes in adult insulin-dependent diabetics. Journal of Psychosomatic Research, 1975, 19(4), 241-246.

Interviewed 60 23-59 year old insulin-dependent diabetics attending a diabetic clinic, administered the 16 PF to 47 of these, and conducted

interviews with a close relative in 51 cases. Overall results characterize subjects as insecure, tense, conventional, and glum. Fear of vascular complications and severe hypoglycemia were common sources of anxiety in both the diabetics and their relatives. Poor acceptance of diabetes tended to be associated with disability attributable to either vascular disease or hypoglycemia. (Journal abstract.)

Starr, P. and Heiserman, K. Acceptance of disability by teenagers with oral-facial clefts. Rehabilitation Counseling Bulletin, Mar. 1977, 20(3), 198-201.

A study to ascertain whether Wright's premise that people who accept their handicaps are better adjusted than those who do not, is applicable to a sample of teenagers with oral-facial clefts. A modified version of Linkowski's AD Scale was used. Results supported Wright's premise, and also indicated that there was no relationship between type of handicap and attitude toward disability. The AD Scale was suggested as a screening device for clinicians.

Steger, H. G. and Chisholm, S. Predicting adjustment of heart patients with the cardiac adjustment scale. Journal of Clinical Psychology, July 1977, 33(3), 735-739.

The purpose of this study was to determine whether predictions of future adjustment could be made from the scores of the Cardiac Adjustment Scale. The results suggested that the CAS alone was inadequate in the accurate prediction of psychological or vocational adjustment.

Steinhausen, H.-C. A psycho-clinical investigation in adult hemophiliacs. Journal of Psychosomatic Research, 1975, 19(4), 295-302.

Compared the personality of 56 male hemophiliacs to that of 56 healthy controls (mean ages 27.4 years and 28.3 years, respectively) of same socioeconomic status. Results of a personality inventory revealed that hemophiliacs were more depressive and less dominant, but personality structure in hemophiliacs was nearly identical with that of controls. There was no increased frequency of neurotic disorders among hemophiliacs. Compared to subjects with a mild physical handicap, subjects with a severe physical handicap had higher scores on psychosomatic disorder, shyness, and depression, and lower scores on masculinity and sociability. Also, subjects with increased bleeding risk during emotional stress were more neurotic and depressive. Psychosomatic interactions in hemophilia are discussed. (Journal summary.)

Tew, B. and Laurence, K. M. Some sources of stress found in mothers of spina bifida children. British Journal of Preventive & Social Medicine, Mar. 1975, 29(1), 27-30.

To determine the effect spina bifida children have on their families, a malaise inventory, based on the Cornell Medical Index, was admin-

istered to 51 mothers of spina bifida children. It was found that mothers obtained significantly higher scores when the child was incontinent, had a severe locomotor disability, had an IQ less than 80, and was attending a special school rather than a normal school. No difference in scores was found between the sexes or for size of family, and only a slight difference occurred between the malaise scores of mothers of mildly and moderately handicapped children. (Journal abstract.)

Tichenor, C. C. and Rundall, T. G. Attitudes of physical therapists toward cancer: A pilot study. Physical Therapy, 1977, 57(2), 160-165.

Two instruments to measure attitudes of physical therapists toward cancer patients are described: The Attitude Toward Cancer Scale, and The Story Completion Form for Cancer Care. Results suggest that subjects have strong emotional reacitons and need further information and guidance in the treatment of cancer patients.

Trembath, E. J.; Angle, C.; Stark, J. A.; and Strond, W. Familial and social acceptance of myelodysplastic-hydrocephalic children. Paper presented at Annual Meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Developmental Medicine & Child Neurology, Feb. 1977, 19(1), 116.

The purpose of this study was to analyze the effects of a handicapped child on family stability, in order to ascertain the importance of this variable in medical treatment. (Journal abstract.) Divorce rate between parents with a disabled child was lower than for families with non-handicapped children. Reasons for this finding are explored.

Volpe, R. Orthopedic disability, restriction, and role taking activity. The Journal of Special Education, Winter 1976, 10(4), 371-381.

"Beyond examining some social-psychological aspects of orthopedic disability, this article aims, more specifically, at determining possible consequences of orthopedic disability of social experience and, in turn, on cognitive and social development." (p. 372) The general hypothesis of the study is as follows: "The achievement of both concrete operations and role-taking activity are a function of agent role enactment and are retarded by the enactment of the patient role." (p. 373) Instruments used: Concrete Operations Tasks (COT), The Children's Role-Taking Task (CRTT), Children's Social Relations Rating Scale (CSRRS).

Wiener, C. L. The burden of rheumatoid arthritis: Tolerating the uncertainty. Social Science & Medicine, Feb. 1975, 9(2), 97-104.

Discusses the social-psychological burden of rheumatoid arthritis -- that of tolerating the uncertainty that pervades all facets of the disease condition, and life with it. The disease conditions which produce variable uncertainty are examined, and the strategies arthritics develop in order to tolerate this uncertainty are analyzed. (Journal abstract.)

Winstead, D. K. Emotional considerations in familial polyposis. Comprehensive Psychiatry, Jan.-Feb. 1976, 17(1), 221-226.

Presents a case report of a 26 year old male with familial polyposis, a rare hereditary disease characterized by varying numbers of adenomatous polyps originating from the mucosa of the colon and rectum. The patient's subsequent depression and the effects of the disease on the primary family constellations, the patient's self-esteem, psychosexual development, and interpersonal relationships, and problems in adjusting to necessary medical treatment are discussed.

Woods, T. L. Comments on the dynamics and treatment of disfigured children. Clinical Social Work Journal, Spring 1975, 3(1). 16-23.

Briefly discusses the relation of body image to self-image. Factors which should be explored in making a diagnostic assessment of a disfigured child and his family are listed. Defensive coping mechanisms often encountered in disfigured children are outlined, and techniques for treatment are suggested. A case example is included.

Zheutlin, S. and Goldstein, S. G. The prediction of psycho-social adjustment subsequent to cardiac insult. Journal of Clinical Psychology, July 1977, 33(3), 706-710.

"The present study was designed to investigate whether it was possible to identify accurately those cardiovascular patients most vulnerable to adjustment difficulties. The obtained correlation between predicted and achieved scores in the cross-validation sample suggests that such accurate identification is possible." (p. 709)

Babin, D. E. Body awareness in the physically abnormal. Journal of Religion & Health, July 1975, 14(3), 184-191.

Three attitudes (guilt, anger, and pride) held toward the bodies of physically disabled persons are discussed. It is maintained that physically disabled individuals pay more attention to their bodies and its limitations than do physically normal individuals. Also, more attention is given to the bodies of the physically disabled than to others, (e.g., from physicians). It is concluded that both the ability to focus on one's body and to ignore one's body (as many normal people do), are valuable. It is argued that normals need to learn from the physically disabled regarding body awareness and vice versa. (F. Hardt.)

Baldwin, N. F. Locus of evaluation and adjustment to experimentally induced failure and success among disabled adolescents. Archives of Physical Medicine and Rehabilitation, March 1976, 57(3), 109-113.

Forty-eight adolescents with various disabilities participated in this study to determine the effect of 'locus of evaluation' on self-regard.

Bischoff, J. E. Self-understanding: A step toward vocational readiness. The Pointer, Winter 1976, 21(2), 31-33.

Brief and general article describing special program to help disabled youths explore uncertainties about vocational concerns. Self-esteem was considered vital.

Brown, L. M. Locus of control and rehabilitation of the physically disabled. Dissertation Abstracts International, June 1975, 35(12-A, Pt 1), 7643.

Comer, R. C. and Piliavin, J. A. As others see us: Attitudes of physically handicapped and normals toward own and other groups, Rehabilitation Literature, 1975, 36(7), 206-221.

Not only does this study seek to conclusively investigate the attitudes of nondisabled members of our society toward the disabled, but also to determine the attitudes of physically disabled persons who were once physically normal. The findings indicate that: 1) As previous studies suggest, the attitudes of able-bodied persons toward disabled persons are consistently more favorable than attitudes toward the able-bodied; 2) Also, the attitudes of disabled persons vary depending on the length of time individuals have been disabled.

A deaf adult speaks out: Mark Harris: Working toward a goal. Volta Review, May 1975, 77(5), 312-317.

See Hearing Impairment.

Del Nero, P. H. Parents' perception of the self-concept of their physically handicapped children. Dissertation Abstracts International, Mar. 1975, 35(9-A), 5964-5965.

Delafield, G. L. Adjustment to blindness. New Outlook for the Blind, Feb. 1976, 70(2).

See Visual Impairment.

Dunn, M. Social discomfort in the patient with spinal cord injury. Archives of Physical Medicine and Rehabilitation, June 1977, 58(6), 257-260.

See Spinal Cord Injury.

Felice, K. A., Muthard, J. E. and Hamilton, L. S. The rehabilitation problems and needs of the spinal-cord injured: A pilot study. Journal of Applied Rehabilitation Counseling, Summer 1976, 7(2), 76-88.

See Spinal Cord Injury.

Gerke, R. E. The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level. Dissertation Abstracts International, May 1976, 36(11-A), 7337-7338.

Giarratana-Oehler, J. Personal and professional reactions to blindness from diabetic retinopathy. New Outlook for the Blind, June 1976, 70(6), 237-239.

See Visual Impairment.

Golub, M. M., and Ehrlich, M. Extended travel and the social rehabilitation of physically disabled people. Journal of Rehabilitation, July/August 1976, 42(4), 36-39.

Trips to various parts of the world aid the disabled person in attaining self-sufficiency and social interaction skills. Traveling in a group, under the auspices of the Federation of the Handicapped, disabled people are encouraged to overcome feelings of dependency and low self-image and also to develop confidence and security. Attitudes of non-disabled people in other parts of the world are confronted.

Grasso, R. The relationship between the self concept and body concept in a disabled population, consisting of adult male and female, White and Black subjects from higher and lower socioeconomic levels. Dissertation Abstracts International, Feb. 1975, 35(8-B), 4143-4144.

Guthrie, V. L. and Swenson, D. M. Recreation: Key modality in rehabilitation. Journal of Leisurability, Jan. 1975, 2(1), 8-13.

The authors describe the role of recreation in the Social Improvement Program of Eastern State Hospital. The program is designed to promote relaxation, improve communication, provide activities to release feelings and emotions, encourage acceptance of responsibility, develop initiative, and encourage a spirit of fun.

Harris, R.M. & Harris, A.C. A new perspective on the psychological effects of environmental barriers. Rehabilitation Literature, March 1977, 38(3), 75-78.

Discussion of two assumptions usually made regarding architectural barriers: 1) architectural barriers are thought to make persons with disabilities feel negatively about themselves and their abilities, and 2) that the environmental barriers problem only involves the handicapped. The authors refute both assumptions and seek to broaden the issue to include all members of society. Also, they stress the need to find out how disabled people actually view the problems of accessibility rather than make stereotypical assumptions.

Herskowitz, J. & Marks, A.N. The spina bifida patient as a person. Developmental Medicine & Child Neurology, June 1977, 19(3), 413-417.

See Other Disability.

Hoyt, J.H. Beyond the handicap. American Education, April 1977, 13(3), 25-26.

An article describing the preparations and concerns of disabled people in New York attending the Washington, D.C. May Conference. Special stress was on the need for changing community attitudes: ostracism, fear, and paternalism are cited as "handicapping" attitudes.

Lasky, R.G., Dell Orto, A.E. & Marinelli, R.P. Structured experiential therapy (SET-R): A group approach for overcoming prejudice between disabled and nondisabled persons. Unpublished paper. Boston University, Dept. of Rehabilitation Counseling, September, 1976.

A description of a therapeutic approach in which a group of physically disabled and nondisabled individuals meet together "to share growth experiences and develop skills necessary to function more effectively in everyday living." Helpful bibliography included.

Levitin, T.E. Deviants as active participants in the labeling process: the visibly handicapped. Social Problems, Apr 1975, 22(4), 548-557.

Studies of deviance from a labelling perspective have emphasized the reaction of those labelled deviant and tended to neglect their active participation in determining the imposition and the substance of a deviant label and role. Interviews with adults who had recently been physically handicapped by injury or illness illustrate how choice about the content of a deviant identity is systematically related to the duration of the deviance and the social context of the labelling process. (From journal abstract.)

Needham, W.E. and de l'Aune, W.R. Patient satisfaction with residential adjustment to blindness training. New Outlook for the Blind, May 1976, 70(5), 182-187.

See Visual Impairment.

Nordan, R. The psychological reactions of children with neurological problems. Child Psychiatry & Human Development, Summer 1976, 6(4), 214-223.

Several case studies are cited to illustrate the common fears and concerns which may occur in children with neurological problems. Giving both the child and the parents adequate information regarding the condition is recommended to prevent fears of death and loss of self-esteem stemming from fantasies about the disorder.

Rosenbaum, M. & Raz, D. Denial, locus of control and depression among physically disabled and nondisabled men. Journal of Clinical Psychology, July 1977, 33(3), 672-676.

The Denial and Depression scales of the MMPI and Rotter's Locus of Control scale were administered to disabled and nondisabled men. A correlation was reported between Denial and Locus of Control (the more extremely controlled, the less denial). Scores on the Depression scale were higher for the disabled subjects than the nondisabled.

Rustad, L.C. An investigation of the relationship between imaginational processes and motor inhibition: the fantasy life of paraplegics and quadriplegics. Dissertation Abstracts International, Oct. 1975, 36(4-B), 1930-1931.

Sanders, K., Mills, J., Martin, F.I. & Horne, D.J. Emotional attitudes in adult insulin-dependent disabetics. Journal of Psychosomatic Research, 1975, 19(4), 241-246.

See Other Disability.

Schwab, L.O. Rehabilitation of physically disabled women in a family-oriented program. Rehabilitation Literature, Feb. 1975, 36(2), 34-43, 47.

This study sought: 1) to measure and compare the changes in attitudes toward a physically disabled wife and mother by her family during a home rehabilitation experience, 2) to measure and compare changes in the woman's self-perception, 3) to measure and compare the changes in interpersonal relationships, and 4) to document the changes in vocational homemaking activities.

Scott, J.B. Attitude change of spinal cord injured males and their marital partners involved in a sexual therapy program. Dissertation Abstracts International, March 1975, 35(9-B), 4663.

Smith, E.C., Liviskie, S.L., Nelson, K.A. & McNemar, A. Reestablishing a child's body image. American Journal of Nursing, March 1977, 77(3), 445-447.

A brief article--with examples--which delineates the four stages of recovery as observed by the authors: global stage, stage of differentiation, stage of articulation, and hierarchic integration. Although focusing on children, the observations may also be applied to adults adjusting to a disability.

Smith-Hanen, S.S. Socialization of the physically handicapped. Journal of Applied Rehabilitation Counseling, Fall 1976, 7(3), 131-141.

The socialization process as it relates to the physically disabled and the role of the disabled on cultural, social and psychological levels is explored. The development of basic social relationships in the physically disabled person and the effects of socialization on the person's self image, the family's role, and the rehabilitation process are discussed.

Spreitzer, E. Client perceptions and attitudes toward a comprehensive rehabilitation center. Rehabilitation Counseling Bulletin, 1975, 19(1), 315-322.

A study which surveys client reactions to a comprehensive rehabilitation facility. Results indicated that positive attitudes prevailed despite negative responses to certain regulations. The findings also indicate that demographic characteristics were not strong predictions of attitudinal response.

Starr, P. & Heiserman, K. Acceptance of disability by teenagers with oral-facial clefts. Rehabilitation Counseling Bulletin, March 1977, 20(3), 198-201.

See Other Disability.

Taggart, M. Body image: looking beyond the mirror. Journal of Practical Nursing, July 1977, 27(7), 32-33.

A general discussion of how body image develops, and how interruptions in normal development (e.g. traumatic injury) can alter this image. Several disabilities and injuries are cited in this general discussion.

Wada, M.A. & Brodwin, M. Attitudes of disabled individuals enrolled in a workstation center and a community college program. Journal of Employment Counseling, Sept. 1975, 12(3), 132-137.

Measured the attitudes of 50 disabled individuals toward the staff who gave them rehabilitation services. The attitudes of 2 groups of clients at a rehabilitation hospital were evaluated: (a) clients from a vocational rehabilitation workshop and (b) clients from a community college satellite program. Testing was performed at 3-week intervals, using the Work Preparation Center Questionnaire and the College Instructor Rating of Client Form. It was found that clients in the community college program perceived their staff as having more concern than the workshop group. No relationship was found between attitudes and the length of time in the respective program. Clients who entered programs appeared to have attitudes that did not change to any great extent while they were in the rehabilitation program. (Journal abstract.)

Weinberg-Asher, N. The effect of physical disability on self-perception. Rehabilitation Counseling Bulletin, Sept. 1976, 20(1), 15-20.

This study explored the hypothesis that disabled people introject society's negative attitudes and--as a result-- devalue themselves. Findings, however, indicated that "disabled persons perceive themselves in much the same way that able-bodied persons perceive themselves." Sex of the person had greater impact on self-description.

Wiener, C.L. The burden of rheumatoid arthritis: tolerating the uncertainty. Social Science & Medicine, Feb. 1975, 9(2), 97-104.

See Other Disability.

Williams, M.B. On growing up tight. The Independent, Spring 1977, 3(4), 18-19.

A brief first person account of what it was like to grow up with cerebral palsy. Parental protectiveness, depression, and increasing autonomy and peer contact are discussed.

Winstead, D.K. Emotional considerations in familial polyposis. Comprehensive Psychiatry, Jan-Feb 1976, 17(1), 221-226.

See Other Disability.

Woods, T.L. Comments on the dynamics and treatment of disfigured children. Clinical Social Work Journal, Spring 1975, 3(1), 16-23.

See Other Disability.

ATTITUDES OF REHABILITATION AND MEDICAL PROFESSIONALS

Acton, J.J. Establishing and maintaining a therapeutic environment in a residential rehabilitation center for the blind. New Outlook for the Blind, Apr 1976, 70(4), 149-152.

See Visual Impairment.

Albrecht, G.L. The Sociology of Physical Disability and Rehabilitation. Pittsburgh, Pa.: University of Pittsburgh Press, 1976. (Book review in Rehabilitation Literature, June-July 1977, 38(6-7), 218.)

Eleven interdisciplinary articles address the status of disabled persons in American culture, their relationships with professionals and family, the often inappropriate expectations of society and the professional for the patient and his/her goals, and the political factors in program design and the distribution of funds.

Armstrong, S. The common structure of treatment staff attitudes toward adolescent dialysis patients. Psychotherapy and Psychosomatics, 1975, 26(6), 322-329.

See Other Disability.

Athelstan, G.T. Rehabilitation of the severely disabled? How are we doing? Where are we going? Archives of Physical Medicine and Rehabilitation, Oct 1976, 57(10), 486-488.

This article is a report of an Interdisciplinary Forum presented at the 1975 Annual Session of the American Congress of Rehabilitation Medicine in Atlanta. The panel members discussed the trend toward comprehensive services as a result of the 1973 Rehabilitation Act: both medical and vocational rehabilitation are expanding their horizons to include increased concern for the quality of patients' and clients' lives. Increased autonomy and patient/client responsibility is also cited. Doctors' attitudes are seen as vital contributors to rehabilitation outcome.

Baker, F.M., Baker, R.J., & McDaniel, R.S. Denormalizing practices in rehabilitation facilities. Rehabilitation Literature, 1975, 36(4), 112-115.

The author defines denormalization-dehumanization as "...what happens to persons when the principle of normalization is not the ideologic base for the establishment and delivery of human management services such as those of rehabilitation facilities." (p. 112) The authors discuss labeling, separate service systems for special disability groups, expectations of client passivity and dependence, physically isolated facilities, etc. Mainstreaming and normalization are enphasized.

Brazelton, T.B. The emotional needs of children in health care settings. Clinical Proceedings, Sept 1976, 32(8), 157-166.

An article directed toward health care professionals to increase caring and listening behaviors when dealing with hospitalized children and their parents.

Cook, D.W., Kunce, J.T., & Getsinger, S.H. Perceptions of the disabled and counseling effectiveness. Rehabilitation Counseling Bulletin, 1976, 19(3), 470-475.

A study involving 80 counselors and their attitudes toward disability indicated that the 40 counselors judged by supervisors as the more effective counselors rated the disabled similarly to normals. Those counselors rates as less effective differed significantly. "The authors conclude that attitudes toward the disabled are important service-delivery factors and should be consciously dealt with in counselor training and in on-the-job supervision."

Cooke, T.P., Apolloni, T. & Shores, R.E. Developing affective behavior in exceptional children: A call for an integration of theoretical perspectives. Psychiatric Forum, Spring 1976, 6(1), 35-44.

Argues that a comprehensive response to criticisms of helping professional's inattention to children's positive affective development would necessitate the organization and extension of knowledge regarding both structural and functional features of affective development. The need to overcome "professional clannishness" and to develop meaningful alternatives to traditional affective treatments is noted.

Crunk, W.A., Jr. A study of attitudes toward the severely disabled among five rehabilitation groups. (Doctoral dissertation, University of South Carolina, 1975.) Dissertation Abstracts International, May 1976, 36(11-A), 7202.

This study focuses on the differences in attitude toward the severely disabled among five rehabilitation groups: VR counselors, developmental disability examiners, facility workers, full-time graduate rehabilitation counseling students, and undergraduate rehabilitation students. A semantic differential attitude scale is used. Results indicate that the groups differ significantly and that the severely disabled are viewed negatively by all groups.

Emener, W.G., Jr. Placement: A counselor attitude index. Rehabilitation Counseling Bulletin, 1976, 19(3), 492-494.

This article offers a rationale for rehabilitation counselors' exploration of their attitudes toward placement in the rehabilitation process. An attitude index is included, with a description and explanation; a suggested operational procedure, and suggested use by rehabilitation counselors and by training, research, and education programs.

Felton, G.S. Changes in attitudes toward disabled persons among allied health paraprofessional trainees in an interdisciplinary setting. Perceptual and Motor Skills, Feb. 1975, 40(1), 118.

A small sample of female paraprofessional trainees showed an increase in positive attitudes after extensive direct contact with disabled children and their families. ATDP was used to measure attitudes.

Gorham, K.A. A lost generation of parents. Exceptional Children, May 1975, 41(8), 521-525.

This first-hand account describes the obstacles and frustrations experienced by a parent of a handicapped child. The author discusses the awe and anger involved in dealing with professionals, and makes specific suggestions for both professionals and parents to help increase communication and cooperation between these two groups.

Karnes, M.B. & Zehrbach, R.R. Matching families and services. Exceptional Children, May 1975, 41(8), 545-549.

This article describes a systematic approach to involving families in services to disabled children. The authors support parental involvement at the decision-making level, and address the role and attitudes of staff. Goals, objectives, and procedures are discussed.

Kelly, N.K. & Menolascino, F.J. Physicians' awareness and attitudes toward the retarded. Mental Retardation, Dec. 1975, 13(6), 10-13.

See Mental Retardation.

Krauft, C.C., Rubin, S.E., Cook, D.W. & Bozarth, J.D. Counselor attitude toward disabled persons and client program completion: A pilot study. Journal of Applied Rehabilitation Counseling, Spring 1976, 7(1), 50-54.

Discussions of attitudes toward the disabled have suggested that counselor attitude toward disability may affect client rehabilitation outcome. The present study investigated the relationship of counselor attitudes toward the disabled and client rehabilitation success, using 7 facility counselors and 4 counselor aids. S's attitudes were assessed by the Attitude Toward Disabled Persons, Form A. Ss who held more positive attitudes toward the disabled experienced greater success than less positive Ss when working with clients perceived to have those disabilities most different from the able-bodied. Characteristics which differentiated the more and less positive attitude counselors are discussed. (Journal abstract

Kurtz, R.A. & Giacopassi, D.J. Medical and social work students' perceptions of deviant conditions and sick role incumbency. Social Science & Medicine, Apr-May 1975, 9(4-5), 249-255.

Used a questionnaire on the sick role concept with 201 medical and 198 social work students to determine acceptance patterns of legitimate sick role incombency for 3 physical, 2 mental, 2 addictive, and 3 socially deviant conditions. A hypothesized continuum of legitimate sick role acceptance was supported for the total sample. Medical students exhibited higher sick role acceptance rates than social work students for each of the 10 conditions. Comparison between 1st year and more advanced students showed that differences in acceptance rates were not significant, suggesting that orientations are established before entry into programs and that the socialization experiences in medical and social work schools have little effect on perceptions of deviant conditions and sick role incumbency. Extensive ambivalence among Ss was also observed, with a higher ambivalence percentage among social work students, suggesting that medical students are firmer in their judgments relative to sick role incumbency than are social work students. (Journal abstract.)

Manus, G. I. Is your language disabling? Journal of Rehabilitation, Sept./Oct. 1975, 41(5), 35.

A very brief article that attempts to sensitize rehabilitation professionals to depersonalizing language and labels.

Mayadas, N. S. Houseparents' expectations: A crucial variable in the performance of blind institutionalized children. New Outlook for the Blind, Feb. 1975, 69(2), 77-85.

See Visual Impairment.

Parsons, T. The sick role and the role of the physician reconsidered. The Milbank Memorial Fund Quarterly: Health and Society, Summer 1975, 53(3), 257-278.

This paper discusses one view of the physician/patient relationship. The author views this relationship as "asymetrical," and compares it to a teacher/student situation.

Sadlick, M. and Penta, F. B. Changing nurse attitudes toward quadriplegics through use of television. Rehabilitation Literature, 1975, 36(9), 274-278.

See Spinal Cord Injury.

Schuman, J. E. and Willard, H. N. Role of the acute hospital team in planning discharge of the chronically ill. Geriatrics, Feb. 1976, 31(2), 63-67.

Specific factors affecting a patient's adaptation to illness are explored: associated disease, living patterns, adaptation to the sick role, emotional reactions, and environmental situations. The use of paramedical personnel is emphasized to identify the factors involved. This approach is seen as contributing to "whole-patient medicine."

Stewart, M. A. and Buck, C. W. Physicians' knowledge of and response to patients' problems. Medical Care, June 1977, 15(7), 578-585.

The study attempted to measure physicians' knowledge of and response to various aspects of patients' concern: complaints, discomforts, worries, disturbances of daily living, and social problems. Results indicated that physicians' knowledge of physical disorders was greater than knowledge of social problems. Responses to physical difficulties, however, were found to be no greater than responses to social problems.

Stokes, B. M. Helping parents to accept. Child Care, Health & Development, Feb. 1976, 2(1), 29-33.

See Mental Retardation.

Sutcliffe, G. E. Wakerley Lodge: Patient program. Nursing Times, May 12, 1977, 73(19), 693.

One in a series of articles describing a unit for young disabled people built in the grounds of Leicester General Hospital. This is a brief and basically superficial article. One section, however, deals with "new attitudes."

Tichenor, C. C. and Rundall, T. G. Attitudes of physical therapists toward cancer: A pilot study. Physical Therapy, 1977, 57(2), 160-165.

See Other Disability.

Wright, B. A. Social-psychological leads to enhance rehabilitation effectiveness. Rehabilitation Counseling Bulletin, June 1975, 18(4), 214-223.

The author addresses the issue of attribution, and stresses the importance of considering not only a disabled person's characteristics, but also the environment in which he/she lives. Other topics discussed include: the spread phenomenon, consumer involvement, dependency roles, and the implications of the Rehabilitation Act of 1973. Recommendations are listed.

ATTITUDES OF FAMILY MEMBERS

Braham, S., Houser, H.B., Cline, A., and Posner, M. Evaluation of the social needs of nonhospitalized chronically ill persons. Journal of Chronic Diseases, 1975, 28(7/8), 401-419.

See Other Disability.

Bray, G. P. Reactive patterns in families of the severely disabled. Rehabilitation Counseling Bulletin, Mar. 1977, 20(3), 236-239.

Developmental stages of acceptance that parallel a client's adjustment to severe disability are outlined and applied to the client's family. The article discusses implications for counseling and the Rehabilitation team's intervention. (Journal abstract.) Also, attention is focused on the present minimal involvement of families with a rehabilitation program.

Burlingham, D. Special problems of blind infants: Blind baby profile. Psychoanalytic Study of the Child, 1975, 30, 3-13.

See Visual Impairment.

Buscaglia, L. The Disabled and Their Parents: A Counseling Challenge. Thorofare, NJ: Charles B. Slack, 1975, 393 p.

Contends that despite repeated emphasis in the literature on the need for more effective counseling for the disabled and their families, the challenge of this need has still not been met. The problems, feelings, and rights of these people are presented in detail. Included are 12 chapters by others who concurred about special aspects of the subject.

Cleveland, D. W. and Miller, N. Attitudes and life commitments of older siblings of mentally retarded adults: An exploratory study. Mental Retardation, June 1977, 15(3), 38-41.

See Mental Retardation.

Cummings, S. T. The impact of the child's deficiency on the father: A study of fathers of mentally retarded and of chronically ill children. American Journal of Orthopsychiatry, Apr. 1976, 46(2), 246-255.

Administered the EPPS, a specially developed 46-item sentence completion test on attitudes toward handicapped and normal children and feelings of parental adequacy, the Berger Inventory's Self-Acceptance scale, and Shoben's Parental Attitudes Inventory to 240 fathers of mentally retarded, chronically physically ill, neurotic, and healthy 4-13 yr. old children. Results indicate that fathers of children in the 1st 2 groups experience significant stress associated with their fathering a handicapped child. Data from fathers of neurotic children were not included in the present

report. Some fathers of mentally retarded children appear subject to a pattern of neurotic-like constriction. Differences in the experiences of fathers and mothers of dificient children are discussed, and suggestions for treatment are offered. (Journal abstract.)

D'Afflitti, J. G. and Swanson, D. Group sessions for the wives of home-hemodialysis patients. American Journal of Nursing, Apr. 1975, 75(4), 633-635.

See Other Disability.

Davie, R. Children and families with special needs. AEP (Association of Educational Psychologists) Journal, Summer, 1976, 4(1), 1-9.

Suggests the need for early detection of children and families with special needs. The emphasis on "special needs" as an alternative to "handicapped," "disadvantaged," or "deprived" removes the negative tone which sometimes leads to a stress on deficits or limitations, rather than a consideration of what an individual's special needs are and how these can best be met. It has been estimated that 1 out of 6 school-age children have special needs. Effective population screening through the schools can involve interdisciplinary surveillance and an action network to monitor each child's development so that significant signs or differences are noticed at an early stage and appropriate action is taken. (I. L. Zimmerman.)

Davis, R. E. Family of physically disabled child: Family reactions and deductive reasoning. New York State Journal of Medicine, June, 1975, 75(7), 1039-10041.

Adaptive and maladaptive psychological reactions in parents and siblings invariably accompany chronic illness and physical disability in a child. Therefore parental attitudes are crucially important in determining how the child himself will cope. Siblings are frequently under considerable stress, directly or indirectly, and they and their parents should always be included in planning a treatment program for a physically disabled child. Maximum benefits for the child come when the entire family is viewed as needing a rational plan of education and treatment. A brief checklist for planning the psychological evaluation and treatment of such a child and his family is given. (P. R. Sweet.)

Del Nero, P. H. Parents' perception of the self-concept of their physically handicapped children. Dissertation Abstracts International, Mar. 1975, 35(9-A), 5964-5965.

Dunlap, W. R. Services for families of the developmentally disabled. Social Work, May, 1976, 21(3), 220-223.

Interviewed 404 members of poor white and poor black families in rural areas of southern Alabama to investigate social services available to families with a developmentally disabled child. The majority reported that the physical demands imposed on them by the handicap were the most troublesome. The kinds of services they requested were those that would educate the handicapped person to be more independent. (Journal abstract.)

Dunst, C. J. Attitudes of parents with children in contrasting family education programs. Mental Retardation Bulletin, 1976, 4(3), 120-132.

Administered an 18-item questionnaire to 4 groups of parents (primarily mothers) of infants and toddlers in 3 contrasting early intervention child-care programs. Future research is directed toward examining dimensions contributing to differences between attitudes of parents whose children are in segregated vs. integrated early education programs. (A. C. Moltu.)

El Ghatit, A. Z. and Hanson, R. W. Outcome of marriages existing at the time of a male's spinal cord injury. Journal of Chronic Diseases, 1975, 28(7/8), 383-388.

See Spinal Cord Injury.

Fishman, C. A., and Fishman, D. B. A group training program in behavior modification for mothers of children with birth defects. Child Psychiatry and Human Development, Fall, 1975, 6(1), 3-14.

This paper explores the impact of a group approach to teaching behavior modification principles and techniques to mothers of physically handicapped children. Communication between mother and child is stressed, and is seen as important in the development of the child's self-esteem, enthusiasm, and likability.

Flint, W. and Deloach, C. A parent involvement program model for handicapped children and their parents. Exceptional Children, May, 1975 41(8), 556-557.

A brief description of a program designed to provide information, mutual support, and improved communication among parents of disabled children, provide recreation for the disabled children and their siblings, and provide career training for rehabilitation and special education students.

Floor, L., Baxter, D., Rosen, M., and Zisfein, L. A survey of marriages among previously institutionalized retardates. Mental Retardation, April, 1975, 13(2), 33-37.

See Mental Retardation.

Fox, A. M. Review: The special education needs of physically handicapped children. Child Care, Health & Development, Feb. 1976, 2(1), 45-71.

Discusses the importance of placing handicapped pupils in regular schools rather than in special education settings which may be too restrictive to provide a model of normal behavior and an adequate breadth of curriculum. Problems of low educational attainment, psychaitric disturbance, family adjustment, and school-leaving in the handicapped are noted. The professional roles of the medical practitioner, nurse, physical therapist, occupational therapist, and speech therapist are described to enable teachers, psychologists, and parents who use the present review to better utilize these professional's skills. Types of physical handicaps and attendant educational problems

are described for the short child, fat child, epileptic child, and the child with cerebral palsy, spina fifida, and hydrocephalus, or muscular dystrophies. Problems associated with children who have impaired mobility and diabetes mellitus are also addressed. It is concluded that attainment of educational goals for handicapped pupils may be effected through strategic thinking rather than through more simplistic tactical methods, and that this approach requires a merging of many professional skills into a comprehensive whole. (A. C. Moltu.)

Freeman, R. D. and Malkin, S. F. A comparison of the psychosocial problems of deaf, of visually-impaired, and of non-handicapped children. Paper presented at Annual Meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Abstract in Developmental Medicine and Child Neurology, Feb. 1977, 19(1), 11.

Two different studies are described which compare deaf, blind, and non-handicapped children. Family breakdown was found to be no more frequent in families with disabled children than nondisabled. Delay in diagnosis and parental confusion was far more severe with the deaf groups.

Freeman, R. D., Malkin, S. F. and Hastings, J. O. Psychosocial problems of deaf children and their families: A comparative study. American Annals of the Deaf, Aug. 1975, 210(4), 391-405.

See Hearing Impairment.

Gorham, K. A. A lost generation of parents. Exceptional Children, May 1975, 41(8), 521-525.

See Attitudes of Professionals.

Greer, B. G. On being the parent of a handicapped child. Exceptional Children, May 1975, 41(8), 519.

This brief article empathizes with the parents of handicapped children who often confront unrealistic and unsupportive societal expectations. Group action by parents is suggested.

Greer, B. G. On parental attitudes. Academic Therapy, Winter 1975-76, 11(2), 145-147.

Optimism about what is done for the handicapped, openmindedness about what might help them, and vigilance about treatment effects all influence the attitudes of parents toward themselves as well as toward the handicapped child. (N. M. Chansky.)

Gregory, S. The Deaf Child and His Family. New York, NY: Halstead, 1976, 256 p.

See Hearing Impairment.

Karnes, M. B. and Zehrbach, R. R. Matching families and services. Exceptional Children, May 1975, 41(8), 545-549.

See Attitudes of Professionals.

Koetitz, L. E. Cognitive and psycho-social development in deaf children: A review of the literature. Education & Training of the Mentally Retarded, Feb. 1976, 11(1), 66-72.

See Hearing Impairment.

Koudelkova, A. The relation of parental disorders to the development of the child. Ceskoslovenska Psychiatrie, 1975, 71(1), 68-72.

This article reviews research findings that explore the relationship between parental attitudes and general behavior traits of the child. Mothers of mentally and physically disabled children were found to be overprotective, overpossessive, or authoritarian. Overprotection is discussed as being a consequence or a cause of a child's behavior.

Levitt, E. and Cohen, S. An analysis of selected parent-intervention programs for handicapped and disadvantaged children. The Journal of Special Education, Winter 1975, 9(4), 345-365.

This article is divided into two sections: handicapped and disadvantaged. Detailed descriptions of parent-intervention programs for both groups. Also included, is a comparison of the programs. Specific charts are provided of the programs available.

Lichter, P. Communicating with parents: It begins with listening. Teaching Exceptional Children, Winter 1976, 8(2), 66-71.

Listening skills are stressed in this article as are the attitudes necessary for developing these skills. A discussion of the need to overcome the feeling of isolation which parents of disabled children may experience.

McAndrew, I. Children with a handicap and their families. Child Care, Health & Development, Jul.-Aug. 1976, 2(4), 213-237.

Investigated the mothers' perceptions of the emotional and social stresses experienced by families who have children suffering from spina bifida, cerebral palsy, or a limb deficiency and recorded the mothers' suggestions for easing situations that were causing concern. 116 mothers of 5-10 yr. olds were interviewed. The difficulties of communication between the hospital staff and parents, the physical demands made on the parents, particularly the mothers, in caring for a handicapped child, the lack of supporting services in the home, such as home help and child minding services, are discussed. The effect on the parental relationship and on brothers and sisters was studied, and attention is drawn to the need for ongoing social work support both for the parents and brothers and sisters. Some of the difficulties encountered by the child are recorded, in particular the problems of socialization and leisure time occupation. The mothers' comments about community attitudes to their child and ways of alleviating the problem of public unkindness are also mentioned. (Journal abstract.)

Marshall, J. R., Rice, D. G., O'Mera, M., and Shelp, W. D. Characteristics of couples with poor outcome in dialysis home training. Journal of Chronic Diseases, 1975, 28(7/8), 375-381.

See Other Disability.

Martin, P. Marital breakdown in families of patients with spina bifida cystica. Developmental Medicine & Child Neurology, Dec. 1975, 17(6), 757-764.

See Other Disability.

Podeanu-Czehofsky, I. Is it only the child's guilt? Some aspects of family life of cerebral palsied children. Rehabilitation Literature, Oct. 1975, 36(10), 308-311.

See Cerebral Palsy.

Rafael, B. Enlarging the circle: The parent-infant program at United Cerebral Palsy. Teaching Exceptional Children, Spring 1977, 9(3), 64-66.

See Cerebral Palsy.

Romano, M. D. Preparing children for parental disability. Social Work in Health Care, Spring 1976, 1(3), 309-315.

Based on the recognition that the sudden onset of disability with attendant, often prolonged hospitalization can compromise family integrity, mobilize anxieties in all family members, and lead to major role changes within a family structure, specific techniques are described to minimize family crisis secondary to the disability of a parent through the preparation of the child to understand parental disability within the limits of the child's readiness and to help the child master his/her feelings about these life events. Case examples are given. Methods include the use of "special stories," creative play, and active involvement of the child with the handicapped parent in the rehabilitation process. (Journal Abstract.)

Rossett, A. Parenting of the preschool exceptional child. Teaching Exceptional Children, Summer 1975, 7(4), 118-119.

See Hearing Impairment.

Ruhs, A. and Lechner, H. The mother-child relation in epilepsy. (German) Psychiatria Clinica, 1975, 8(6), 283-292.

See Epilepsy.

Schwab, L. O. Rehabilitation of physically disabled women in a family-oriented program. Rehabilitation Literature, Feb. 1975, 36(2), 34-43, 47.

See Attitudes of Disabled Persons.

Scott, J. B. Attitude change of spinal cord injured males and their marital partners involved in a sexual therapy program. Dissertation Abstracts International, Mar. 1975, 35(9-B), 4663.

Smith-Hanen, S. Socialization of the physically handicapped. Journal of Applied Rehabilitation Counseling, Fall 1976, 7(3), 131-141.

See Attitudes of Disabled Persons.

Stokes, B. M. Helping parents to accept. Child Care, Health & Development, Feb. 1976, 2(1), 29-33.

See Mental Retardation.

Tew, B. and Laurence, K. M. Some sources of stress found in mothers of spina bifida children. British Journal of Preventive & Social Medicine, Mar. 1975, 29(1), 27-30.

See Other Disability.

Travis, G. Chronic Illness in Children: Its Impact on Child and Family. Stanford, CA: Stanford U. Press, 1976, xvi, 556 p.

Describes the medical aspects of 13 major physical disorders of childhood and their psychosocial effect on the child, his parents, and siblings. Many aspects and problems are discussed: e.g., financial considerations, anxiety in the child and family, the sexual needs of paraplegics, terminal illness, and genetic transmission and prevention.

Trembath, E. J., Angle, C., Stark, J. A. and Strond, W. Familial and social acceptance of myelodysplastic-hydrocephalic children. Paper presented at Annual Meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Developmental Medicine & Child Neurology, Feb. 1977, 19(1), 116.

See Other Disability.

Voysey, M. A Constant Burden: The Reconstitution of Family Life. Boston, MA: Routledge & Kegan Paul, 1975, vi, 244 p.

Analyzes parents' responses in interviews to questions about the effect on their family life of having a disabled child. It is argued that current theories about disability and family life constitute an official morality and ideology to which parents are expected to conform.

ATTITUDES RELATED TO EDUCATION

Abelson, A. G. Measure preschools' readiness to mainstream handicapped children. Child Welfare, March 1976, 55(3), 216-220.

Forty-five preschools were surveyed to determine the availability of programs and facilities for use by disabled children. Most of the preschool directors and teachers participating in this study revealed a positive attitude toward integrating disabled and developmentally delayed children into their programs.

Aloia, G. F. Effects of physical stigmata and labels on judgments of subnormality by preservice teachers. Mental Retardation, Dec. 1975, 13(6), 17-21.

See Mental Retardation.

Anderson, E. M. Special schools or special schooling for the handicapped child? The debate in perspective. Journal of Child Psychology & Psychiatry & Allied Disciplines, Apr. 1976, 17(2), 151-155.

Maintains that emphasis in the education of children with either physical or mental handicaps should be on the method of education (special schooling) rather than on the location (special schools) of the facility. A continuum of the provision of education ranging from placement of a child in an ordinary class with no modifications to placement in highly specialized institutions is seen as a more useful approach to the education of exceptional children. The main points along this continuum and results of evaluative studies of the different forms of special educational provision are discussed. (M. Ellison-Pounsel.)

Best, G. Mainstreaming characteristics of orthopedically handicapped students in California. Rehabilitation Literature, June-July 1977, 38(6-7), 205-209.

A survey was distributed to principals and other administrators involved in school programs for physically disabled children to determine the process of mainstreaming. Results of the survey are discussed, and recommendations such as inservice training are explored.

Bolton, B. (ed.). Psychology Of Deafness for Rehabilitation Counselors. Baltimore, MD: University Park, 1976, xii, 156 p.

See Hearing Impairment.

Budoff, M. Engendering change in special education practices. Harvard Educational Review, Nov. 1975, 45(4), 507-526.

Chapter 766 is a 1972 Massachusetts law designed to meet the special needs of all children and the education of the handicapped in particular. Its importance and implications, and the magnitude of the problems of implementing it, are reviewed. (C. M. Franks.)

Byrnes, M. Positive attitudes: A must for special programs in public schools. Teaching Exceptional Children, Winter 1976, 8(2), 82-84.

This article deals with the need to prepare teachers and administrators for the development and functioning of good special education classes. Visibility is seen as a key to acceptance.

Carpenter, R. Get everyone involved when you - mainstream your children. Instructor, Aug./Sept. 1975, 85(1), 181-188.

The author views separation of disabled children from the normal mainstream as a way of creating a handicapped subculture in which the disability becomes the focus of a child's life. Also, he notes that "normal" children are also deprived because of lack of exposure to ways of coping with disability. Mainstreaming is advocated; teacher and administrator preparation is stressed. Also, parent and children involvement is vital for growth-oriented integration.

Christensen, G. The circle of human needs. Instructor, March 1976, 103-106.

An interview regarding exceptionality. The question and answer format deals with definitions of "exceptional," differences and similarities among children, educational programming, social attitudes, labeling, and mainstreaming.

Clark, E. A. Teacher attitudes toward integration of children with handicaps. Education & Training of the Mentally Retarded, Dec. 1976, 11(4), 333-335.

Describes changes in the attitudes of teachers who were untrained in special education but had mentally or physically handicapped preschoolers placed into their normal classroom. Attitudes changed toward favorable agreement with the following proposals: (a) Modification of class routines is necessary to accommodate integration. (b) Similar instructional competencies are effective with both normal and exceptional children. (c) All exceptional children in a particular category will not necessarily respond in concert to a particular educational methodology. (d) Staff insight will not necessarily enable a child to respond with the parameters of normalcy. (e) Physically impaired children are not necessarily easier to accommodate than mentally impaired children. (A. C. Moltu.)

Cleary, M. C. Helping children understand the child with special needs. Children Today, 1976, 5(4), 6-10.

A description of a classroom-based project which attempts to facilitate communication, dispel prejudices, and generate positive attitudes among children. Disabled persons and representatives of public and private agencies visit a class, and discuss pertinent concerns as well as teaching new skills. Group discussions, role playing activities (e.g., mobility training while blindfolded) and field trips to various facilities are also used.

Cohen, S. Teacher receptivity to the concept of parent participation in the education of handicapped children: Some preliminary findings Rehabilitation Literature, May 1977, 38(5), 151-153.

This study surveyed educators involved in programs for the multiply and severely handicapped. The findings suggest that - at least in theory - teachers of the disabled favor strong parent participation with the exception of using parents as teaching assistants in the classroom.

Coleman, P. G., Eggleston, K. K., Collins, J. F., Holloway, B. D., and Reider, S. K. A severely hearing impaired child in the mainstream. Teaching Exceptional Children, Fall 1975, 8(1), 6-9.

See Hearing Impairment.

Connor, L. E. Mainstreaming a special school. Teaching Exceptional Children, Winter 1976, 8(2), 76-80.

See Hearing Impairment.

Cook, J. W. and Wollersheim, J. P. The effect of labeling of special education students on the perceptions of contact versus noncontact normal peers. The Journal of Special Education, 1976, 10(2), 187-198.

See Mental Retardation.

The Council for Exceptional Children. Highlights for classroom teachers. Teacher, May/June 1977, 47.

This brief report of the CEC's 55th Annual International Convention highlights mainstreaming issues such as teacher attitudes, teaching techniques, and parent involvement.

Crissey, M. S. Mental retardation: Past, present, and future. American Psychologist, Aug. 1975, 30(8), 800-808.

See Mental Retardation.

Curtis, M. A. Counseling in schools for the deaf. American Annals of the Deaf, Aug. 1976, 121(4), 386-388.

See Hearing Impairment.

Davie, R. Children and families with special needs. AEP (Association of Educational Psychologists) Journal, Summer 1976, 4(1), 1-9.

See Attitudes of Family Members.

Dissinger, J. K. and Arnold, C.R. (Eds). Studies in the Psychological Foundations of Exceptionality. Monterey, CA: Brooks/Cole, 1975, 316 p.

Presents an anthology of articles designed for use as a psychology, education, and child development textbook, including studies on giftedness and mental retardation, physical handicaps and learning disabilities, cultural and social differences, and communication disorders. (35 ref.)

Dunlop, K. H. Mainstreaming: Valuing diversity in children. Young Children, May 1977, 32(4), 26-32.

A discussion of mainstreaming in the classroom. Included is a section entitled, "Characteristics of a Successfully Mainstreamed Classroom."

Dunst, C. J. Attitudes of parents with children in contrasting family education programs. Mental Retardation Bulletin, 1976, 4(3), 120-132.

See Attitudes of Family Members.

Engel, R. and Gold B. Serving hearing and deaf in an integrated program. The Pointer, Spring 1977, 21(3), 18-24.

See Hearing Impairment.

Exciting new program brings science to handicapped children. Closer Look Report, Winter-Spring 1977, 6.

A description of a creative and individually tailored science curriculum which mainstreams blind, deaf, and emotionally disturbed children with their non-handicapped classmates. The program exists in Washington, D.C., but can be adapted to other schools.

Fenton, T. R. The effects of inservice training on elementary classroom teachers' attitudes toward and knowledge about handicapped children. Dissertation Abstracts International, March 1975, 35(9-A), 5966.

Forness, S. R. Behavioristic orientation to categorical labels. Journal of School Psychology, Summer 1976, 14(2), 90-96.

Special education is undergoing considerable change in the use of categorical or diagnostic labels for handicapped children. Much of the impetus for change has come from the widespread use of behavioristic approaches in education. Three examples of the new orientation are discussed.

Fox, A. M. Review: The special education needs of physically handicapped children. Child Care, Health & Development, Feb. 1976, 2(1), 45-71.

See Attitudes of Family Members.

Frostig, M. Education For Dignity. New York, NY: Grune & Stratton, 1976, xiii, 208 p.

Discusses the special educational needs of handicapped children and how these needs can be translated into practical teaching methods. Suggestions for psychologists, teachers, and other professionals working with these children are presented. Topics include promoting behavioral changes through the classroom structure, evaluating and planning individualized programming for the child with special educational needs, and educating for social and moral development.

Gallagher, J. J. Planning for early childhood programs for exceptional children. Journal of Special Education, Summer 1976, 10(2), 171-177.

Notes that 2 major educational trends for the past decade have intersected, a conjunction which needs the attention of special educators. These trends are the rapid expansion of preschool programs for the handicapped, and the increased demand upon educators at all levels for systematic planning. Adoption of a proposed systematic planning model is recommended. (From journal abstract.)

Gerber, P. J. Awareness of handicapping conditions and sociometric status in an integrated pre-school setting. Mental Retardation, June 1977, 15(3), 24-25.

Children in this study first responded in a free association way to a picture stimulus, and then were asked to do a sociogram. Three of the 12 children were disabled (orthopedic handicap, autistic-hyperactive, and mildly cerebral palsied). Results indicated that high visibility was an important factor, and that there was not much acceptance of any of the exceptional children.

Gerke, R. E. The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level. Dissertation Abstracts International, May 1976, 36(11-A), 7337-7338.

Gickling, E. E. and Theobald, J. T. Mainstreaming: Affect or effect. The Journal of Special Education, Fall 1975, 9(3), 317-328.

This article describes a survey of teacher attitudes toward mainstreaming, and examines the needs of teachers concerning this issue. Results indicate that mainstreaming is far from universally acceptable, and the authors suggest further assessment and sufficient service-delivery models.

Gottlieb, J. Gampel, D. H., and Budoff, M. Classroom behavior of retarded children before and after integration into regular classes. The Journal of Special Education, Fall 1975, 9(3), 307-315.

See Mental Retardation.

Greer, B. G. Attitudes of special education personnel toward different types of deviant persons. Rehabilitation Literature, 1975, 36(6), 182-184.

A study measuring the attitudes of 99 special educators toward the physically and mentally disabled on the one hand, with those towards victims of alcoholism on the other. In general, the findings indicated that perceptions of the physically and mentally disabled were more favorable when compared to attitudes toward alcoholics. However, special education personnel were more demanding of the physically and mentally disabled, and were more lenient with alcoholics. Rehabilitation programs for alcoholics were viewed as much less effective than those involving the other two groups.

Gurlanick, M. J. The value of integrating handicapped and nonhandicapped preschool children. American Journal of Orthopsychiatry, April 1976, 46(2), 236-245.

Proposes a conceptual and empirical framework to promote the development of handicapped preschool children through involvement with nonhandicapped peers. The need for systematically designed interaction is stressed and related to research on peers as agents of change. Two studies of social play and language use among preschool children are offered as examples of the effectiveness of nonhandicapped children as educational and therapeutic resources. A framework for future research is discussed, and relevant variables are identified. (From Journal abstract.)

Hamalian, C. S. and Ludwig, A. J. Practicum in normalization and advocacy: A neglected component in teacher training. Education & Training of the Mentally Retarded, April 1976, 11(2), 172-175.

Argues that the childlike demeanor and inappropriate behavior developed by the handicapped often results from teachers' and other adults' stereotyped treatment of these individuals. A program is described in which undergraduates enrolled in the introductory course of a special education sequence are required to locate and obtain the approval of a handicapped adult living in the community and engage the individual in social interaction for a minimum of 25 hrs. The student keeps a log of at least 5 sessions and records the goal of each meeting, the activity, and a descriptive account of the interaction and reactions of the participants. The benefits of such an approach to teaching students about the problems (e.g., social isolation, lack of opportunity to participate in community life, and inadequacy of public transportation) of the handicapped are discussed. (M. Ellison-Pounsel.)

Harasymiw, S. J. and Horne, M. D. Intergration of handicapped children: Its effect on teacher attitudes. Education, Winter 1975, 96(2), 153-158.

Investigated the effect of a program designed to prepare teachers for integration of handicapped students into the regular class. 352 teachers from integrated (E) and nonintegrated (C) schools were administered an attitudinal instrument. Findings indicate that the E teachers had more favorable attitudes. No significant differences were found between the attitudes of males and females nor between the number of special education courses taken and favorable attitudes. Younger teachers evidenced significantly more favorable attitudes, and a partial relationship was noted between the year of degree confirmation and attitudes. (Journal abstract.)

Harasymiw, J. and Horne, M. Teacher attitudes toward handicapped children and regular class integration. Journal of Special Education, Winter 1976, 10(4), 393-400.

"A questionnaire, composed of 52 Likert and Social Distance type questions, was designed to elicit attitudes of teachers toward disabilities, legal issues of integrating handicapped children into the regular classroom, and other related topics." (395) Findings indicated that teacher attitudes could be modified through inservice training, contact with disabled children, and administrative support.

Haring, N. G. Educational services for the severely and profoundly handicapped. The Journal of Special Education, Winter 1975, 9(4), 425-433.

The author addresses the issues involved in de-institutionalization of the handicapped, and the responsibilities of society to provide appropriate educational services that will encourage increased autonomy and productivity. Discusses, generally, the legal mandates involved in establishing educational objectives for the disabled. Also, discusses the change in attitude: "...we have changed our attitudes about our responsibility to provide educational services to all children, regardless of handicap." (p. 427) Basic skills and competencies for teachers are cited.

Hessler, J. College education for the severely disabled. American Rehabilitation, May/June 1976, 1(5), 29-33.

The author states that attitudes constitute the major barrier on college campuses. He also briefly describes mobility, housing, and special needs, e.g., for blind students and deaf students. Environmental modifications are also discussed.

Johnson, M. S. and Fennell, D. A. Dispelling the myths of epilepsy - The teachers' involvement. Educational Horizons, Fall 1976, 55(1), 31-33.

See Epilepsy.

Kocijan, D., Faber, B. and Hajnšek, F. Education of epileptic children. Socijalna Psihijatrija, 1975, 3(1), 39-42.

See Epilepsy.

Lance, W. D. Who are all the children? Exceptional Children, Oct. 1976, 43(2), 66-76.

Six short vignettes (1817-1980) from the history and projected future of special education are presented to reflect revolutionary strides in the move for educational opportunity. A discussion of changing attitudes and changing children describes the historical development of special education, focusing on recognition and labeling, social indictment, the "happiness first" motto, mainstreaming, evidence for needed reform, and the responsibility of the advocacy function. It is pointed out that there are more than 9 million mentally and/or physically handicapped 0-21 yr. olds in this country who have difficulties in adjustment or learning and to whom the concept of exceptionality applies. Achieving the goal of education of all is considered in light of federal support, local assistance, the role of technology and the commitment of individual teachers. (A. C. Moltu.)

Lazar, A. L., Stodden, R. L., and Sullivan, N. V. A comparison of attitudes held by male and female future school administrators toward instructional goals, personal adjustment, and the handicapped. Rehabilitation Literature, July 1976, 37(7), 198-201.

With the movement toward mainstreaming in schools, the authors sought to study the attitudes of future school administrators. By using three different attitude instruments, the researchers found that sex made no difference when considering social adjustment, acceptance of the handicapped, and the nature of instructional goals. Results also indicated that those accepting and nonaccepting of the handicapped tended to share the same instructional goals.

Lichter, P. Communicating with parents: It begins with listening. Teaching Exceptional Children, Winter 1976, 8(2), 66-71.

See Attitudes of Family Members.

MacMillan, D. L., Jones, R. L., and Meyers, C. E. Mainstreaming the mildly retarded: Some questions, cautions and guidelines. Mental Retardation, Feb. 1976, 14(1), 3-10.

See Mental Retardation.

McCauley, R. W., Bruininks, R. H., and Kennedy, P. Behavioral interactions of hearing impaired children in regular classrooms. The Journal of Special Education, 1976, 10(3), 277-284.

See Hearing Impairment.

McNally, A. R. One mainstreaming program that works. Teacher, Dec. 1975, 93(4), 39.

A brief description of a diagnostic-prescriptive resource program designed to accomplish mainstreaming. Individualization is stressed.

Maillard, E. C., Barkin, M., and Brathwaite, E. A very special arts festival. Instructor, March 1977, 86(7), 134-138.

An article dealing with the involvement of disabled children in the arts. The process of creating artwork, drama, etc. helps increase learning, self-esteem, and feelings of accomplishment. Addresses are given for further information on conducting an art festival of this nature.

Mallenby, T. W. and Mallenby, R. G. The personal space of hard-of-hearing children after extended contact with "normals." British Journal of Social & Clinical Psychology, Sept. 1975, 14(3), 253-257.

See Hearing Impairment.

Martin, E. W. The Deputy Commissioner of the Bureau of Education for the Handicapped talks about educational rights. Teacher, May/June 1977, 94(9), 44-46.

In this brief article the author supports the concept of mainstreaming for disabled children. He also stresses the need for individual assessment before mainstreaming is recommended.

Martin, E. W. A national commitment to the rights of the individual: 1776 to 1976. Exceptional Children, Nov. 1976, 43(3), 132-135.

Reviews the work and influence of the Carey Committee Hearings (1966) which set the stage for increased federal aid for the education of handicapped children through the 1st version of the Education of the Handicapped Act. This Act later became law as the Title VI of the Elementary and Secondary Education Act. Emphasis is placed on recent change in public attitudes as well as public policy, the evolution special education, and the uniqueness of individual special children. (A. C. Moltu.)

Martin, E. W. On Justice Douglas and education for the severely/profoundly handicapped. The Journal of Special Education, 1976, 10(2), 123-126.

In this speech to the members of the American Association for the Education of the Severely/Profoundly Handicapped, the author presents a general view of th ethical issues involved in educating the severely handicapped. The speech is also a memorial to Justice Douglas and the principles to which he adhered.

Milbauer, B. The mainstreaming puzzle. Teacher, May/June 1977, 94(9), 44-46.

In this article the author addresses teachers who are or will be teaching mainstreamed classes for the first time. Factual information is provided, and attitudinal considerations are discussed. Suggestions are listed to help the teacher adjust to disabled children in the regular classroom.

Morris, P. S. and McCauley, R. W. Placement of handicapped children by Canadian mainstream administrators and teachers: A Rucker-Gable survey. Paper presented at the 55th Annual International Convention of the Council for Exceptional Children, April 1977.

An investigation involving educators' attitudes toward disabled children. Results indicate that elementary school teachers have more positive attitudes toward handicapped children than secondary school teachers and experts. This further indicates that elementary teachers are more receptive to mainstreaming disabled children into their classes.

The Rucker-Gable Educational Programming Scale (RGEPS) defines attitude as "the amount of social distance that a teacher wishes to maintain between himself and the handicapped child." (p. 3.)

Newman, J. Faculty attitudes toward handicapped students. Rehabilitation Literature, July 1976, 37(7), 194-197.

This study undertook to obtain information about faculty attitudes toward the admission of handicapped students. Two main questions were asked: 1) Have there been or would there be problems in the admission of handicapped students to your department? 2) What type of admission policy would you like to see developed? Most faculty responses were positive. Seen as particularly crucial by faculty was the difficulty in learning and communicating that might be involved. Sensory handicaps (blindness and deafness) were seen as very restrictive.

Nielsen, H. H. A follow-up study of cerebral palsied patients: Some psychological, educational and vocational aspects. Scandinavian Journal of Psychology, 1975, 16(3), 217-224.

See Cerebral Palsy.

Rister, A. Deaf children in mainstream education. Volta Review, May 1975, 77(5), 279-290.

See Hearing Impairment.

Roberts, B. Making it into the "mainstream." Teacher, Dec. 1975, 93(4), 37-39.

In this article, alternatives are discussed on ways to meet the educational needs of disabled youngsters. Proper placement and appropriate inservice training are stressed.

St. John. W. D., Child, C., and Kelly, S. B. Paul-Justin: Two case studies. Instructor, Feb. 1976, 85(6), 114-117.

See Visual Impairment.

Scholl, G. T. and Schnur, R. Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped. New York, NY: American Foundation for the Blind, 1976, 95 p.

See Visual Impairment.

Shaw, S. F. and Gillung, T. B. Efficacy of a college course for regular class teachers of the mildly handicapped. Mental Retardation. Aug. 1975, 13(4), 3-6.

This study attempts to measure the effectiveness of a 6-week summer college course in improving the attitudes of regular classroom teachers toward mildly handicapped children in the classroom. The Rucker-Gable Educational Programming Scale was administered at the beginning of the course, the end, and three months after the course.

Shrader, W. J. The relationship between the attitudes and knowledge of elementary school principals regarding handicapped children and their perceived referral/diagnostic practices. Dissertation Abstracts International, May 1975, 35 (11-A), 6997-6998.

Smith, I. L. and Greenberg, S. Teacher attitudes and the labeling process. Exceptional Children, Feb. 1975, 41(5), 319-324.

See Mental Retardation.

Sontag, E., Smith, J., and Sailor, W. The severely/profoundly handicapped: Who are they? Where are we? The Journal of Special Education, Spring 1977, 11(1), 5-11.

This article examines various approaches to the problems of definition and categorization of the severely/profoundly handicapped, proposing a service-need definition with emphasis on teacher competencies. (From abstract.)

Stephens, W. E. Mainstreaming: Some natural limitations. Mental Retardation, June 1975, 13(3), 40-41.

See Mental Retardation.

Subtitles for TV and films. American Education, March 1977, 13(2), 18-22.

See Hearing Impairment.

Supple, R. V. What the social studies do for the special child. Early Years, Oct. 1976, 7(2), 38-40.

The author suggests ways for using social studies to help the disabled child learn to value himself/herself and learn about society.

Thornley, M. L. A national trend: The impact of educating and training formerly institutionalized children and adults in the community. Education & Training of the Mentally Retarded, April 1976, 11(2), 152-155.

Examines the responsibilities of various institutions and community organizations in educating formerly institutionalized mentally retarded and physically handicapped individuals.

Vernon, M. Major current trends in rehabilitation and education of the deaf and hard of hearing. Rehabilitation Literature, April 1975, 36(4), 102-107.

See Hearing Impairment.

Vernon, M. and Athey, J. The Holcomb Plan: A creative approach to mainstreaming deaf and hard of hearing children. Instructor, Jan. 1977, 86(5), 136-137.

See Hearing Impairment.

Viewpoints, an issue devoted to the education for all handicapped children, act (pl 94-142): Issues and Implications, March 1977, 53(2).

Articles are included that deal with education, law, physical education programs, special education and parental participation.

Wechsler, H., Suarez, A. C., and McFadden, M. Teachers' attitudes toward the education of physically handicapped children: Implications for the implementation of Massachusetts Chapter 766. Journal of Education, Boston, Feb. 1975, 157(1), 17-24.

Results of a survey of 547 teachers indicate that they viewed children with asthma or heart conditions, and children requiring crutches and braces, as more easily integrated into the regular classroom than children with visual and hearing problems or children with histories convulsions and seizures. Those teachers with previous experience teaching physically handicapped children were the most optimistic about integrating these children into the regular classroom.

Yang, D. Welcome the handicapped to your classroom and enrich it. Teacher, Dec. 1975, 93(4), 13-21.

This interview with Dr. Yang, a pediatric neurologist and associate medical director of a developmental disabilities institute, focuses on the teacher's response to a disabled child in the classroom.

Appropriate placement, sensitive interactions, and open communication with parents, medical staff, administrators and the children involved are advised.

Zucker, S. H. and Meyen, E. L. Attitudinal stability of teachers of exceptional children. The Journal of Experimental Education, Spring 1975, 43(3), 94-96.

The attitudes of special education teachers in two different geographic areas were studied. Using the Minnesota Teacher Attitude Inventory, the researchers compared attitudes over a 5-year period for stability. No geographic differences were observed, and high stability was evident.

ATTITUDES RELATED TO EMPLOYMENT

Attitudinal barriers. Interagency Committee on Handicapped Employees. Unpublished paper, March 1975.

This report is divided into two main parts: the first part describes ten attitudes considered significant in the creation of attitudinal barriers to the disabled; the second part provides recommendations for positive change.

Bischoff, J. E. Self-understanding: A step toward vocational readiness. The Pointer, Winter 1976, 21(2), 31-33.

See Attitudes of Disabled Persons.

Bolton, B. (ed.) Psychology of Deafness for Rehabilitation Counselors. Baltimore, MD: University Park, 1976, xii, 156 p.

See Hearing Impairment.

Byrd, E. K., Byrd, P. D., and Emener, W. G. Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, February 1977, 38(2), 42-44.

See Mental Retardation.

Can Elsa, with a hearing disability, make it as a teacher? Instructor, Dec. 1976, 86(4), 16-18.

See Hearing Impairment.

Crewe, N. M., Athelson, G. T., and Meadows, G. K. Vocational diagnosis through assessment of functional limitations. Archives of Physical Medicine and Rehabilitation, Dec. 1975, 56(12), 513-516.

This paper identifies the disadvantages of present systems of medical and psychiatric diagnoses used for vocational counseling purposes. Also included is an inventory of functional limitations developed by the Counseling Psychology Service of the Dept. of Physical Medicine and Rehabilitation at the University of Minnesota.

Davidson, T. M. The vocational development and success of visually impaired adolescents. New Outlook for the Blind, Sep. 1975, 69(7), 314-316.

See Visual Impairment.

Dickey, T. W. Meeting the vocational needs of the older blind person. New Outlook for the Blind, May 1975, 69(5), 218-225.

See Visual Impairment.

Franklin, E. L. and Rubin, E. Facilitating the suitable placement of deaf rehabilitation clients. Journal of Applied Rehabilitation Counseling, Fall 1976, 7(3), 164-169.

See Hearing Impairment.

Goldberg, R. T., Bernstein, N. R., and Crosby, R. Vocational development of adolescents with burn injury. Rehabilitation Counseling Bulletin, March 1975, 18(3), 140-146.

See Other Disability.

Goodyear, D. L. and Stude, E. W. Work performance: A comparison of severely disabled and non-disabled employees. Journal of Applied Rehabilitation Counseling, Winter 1975, 6(4), 210-216.

Compared the job performance of 21 severely disabled (e.g., cerebral palsy, blindness, spinal cord injury) and 22 nondisabled employees as measured by personal characteristics, supervisory ratings, and employee job satisfaction. Results indicate no significant difference in personal characteristics and job performance for the disabled and nondisabled; however, in relation to job satisfaction, the disabled showed a significantly higher extrinsic and overall job satisfaction rating than the nondisabled. Results suggest that when disabled employees are given the opportunity and needed job related support, they are able to function in the work environment as adequately as nondisabled employees. (Journal abstract.)

Johnson, R. and Heal L. W. Private employment agency responses to the physically handicapped applicant in a wheelchair. Journal of Applied Rehabilitation Counseling, Spring 1976, 7(1), 12-21.

Explored the attitudes and practices of counselors in 50 private employment agencies toward the physically handicapped person in a wheelchair applying for the position of receptionist-typist. The finding of significant discrimination suggests that continuing attention should be given by the rehabilitation field toward removing architectural barriers, modifying attitudinal resistance on the part of employers, attacking the myth of increased costs, and exploring more ways of locating those companies willing to hire the handicapped. (Journal abstract.)

Krupnick, N. and Krieger, G. W. The deaf in the world of work. Journal of Employment Counseling, Dec. 1976, 13(4), 182-188.

See Hearing Impairment.

Lowenfeld, B. The Changing Status of the Blind: From Separation to Integration. Springfield, IL: Charles C. Thomas, 1975, xiv, 336 p.

See Visual Impairment.

Nielsen, H. H. A follow-up study of cerebral palsied patients: Some psychological, educational and vocational aspects. Scandinavian Journal of Psychology, 1975, 16(3), 217-224.

See Cerebral Palsy.

Perlman, L. G. and Strudler, L. A. The epileptic citizen: An employment perspective. Journal of Rehabilitation, March/April 1976, 42(2), 36-40.

See Epilepsy.

Reichel, E. A. Changing attitudes toward the disabled. Journal of Applied Rehabilitation Counseling, Fall 1975, 6(3), 188-192.

Contemporary social attitudes toward the handicapped are compared with attitudes toward minority group members. Attention is given to aspects of employment practices and the nature of the rehabilitative process.

Scholl, G. T. and Schnur, R. Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped. New York, NY: American Foundation for the Blind, 1976, 95 p.

Vernon, M. The employment picture, deafness and mental health. Rehabilitation Literature, June-July 1977, 38(6-7), 188-192.

See Hearing Impairment.

Wacker, C. H. Where are they now? Toward more effective vocational goal-setting for blind adults. New Outlook for the Blind, Jan. 1976, 70(1), 19-21.

See Visual Impairment.

Walls, R. T., Masson, C. and Werner, T. J. Negative incentives to vocational rehabilitation. Rehabilitation Literature, May 1977, 38(5), 143-150.

An examination of the economic disincentives that encourage people to choose not working over working. The specifics involved in many programs are explored, e.g., welfare, veterans' aid, and especially vocational rehabilitation assistance.

Yuker, H. E. and Block, R. Attitudes towards the disabled. Summary of conference proceedings of the Canadian Rehabilitation Council for the Disabled, 15th Annual Meeting and Conference, May 26-27, 1977, Toronto, Ontario.

An informal and interesting discussion which covers topics such as the relationship between attitudes and actions, cultural differences, deviance, self-concept, and specific techniques to effect attitudinal change.

Zellé, J. A. and Taranto, K. F. Health care utilization by persons with chronic disabilities who have been vocationally rehabilitated. Archives of Physical Medicine and Rehabilitation, June 1976, 57, 282-290.

The results of this study supported the hypothesis that rehabilitated clients with chronic disabilities are more vulnerable to unemployment than other clients. Contrary to a secondary hypothesis however, few of the subjects reported having difficulty with health care utilization or availability. A rehabilitation services model is proposed to meet the needs of such clients.

Instrument: A questionnaire was devised and tested.

ATTITUDES OF GENERAL SOCIETY

Albrecht, G. L. The Sociology of Physical Disability and Rehabilitation. Pittsburgh, PA: University of Pittsburgh Press, 1976. (Book review in Rehabilitation Literature, June-July 1977, 38(6-7), 218.)

See Attitudes of Professionals.

Arangio, A. J. Behind the Stigma of Epilepsy: An Inquiry into the Centuries Old Discrimination Against People with Epilepsy. Washington, D.C.: Epilepsy Foundation of America, 1975.

See Epilepsy.

Arieff, A. J. Rehabilitation in epilepsy. Comprehensive Therapy, April 1977, 3(4), 13-18.

See Epilepsy.

Attitudinal barriers. Interagency Committee on Handicapped Employees. Unpublished paper, March 31, 1975.

See Attitudes Related to Employment.

Boyd, W. and Hartnett, F. Normalization and its implications for recreation services. Journal of Leisurability, Jan 1975, 2(1), 22-27.

The attitudes of society toward disabled persons have often resulted in stereotyping and, as a result, segregation. A comprehensive system of recreation services is recommended, and several programs are discussed briefly.

Byrd, E. K., Byrd, P. D., and Emener, W. G. Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, Feb. 1977, 38(2), 42-44.

See Mental Retardation.

Casabianca, J. The case of Mr. K.: Rehabilitation vs. institutionalization. New Outlook for the Blind, Nov. 1975, 69(9), 416-417.

See Visual Impairment.

Christensen, G. The circle of human needs. Instructor, March 1976, 103-106.

See Attitudes Related to Education.

Coet, L. J. and Thornton, L. W. Age and sex: Factors in defining the term 'handicap.' Psychological Reports, Aug. 1975, 37(1), 103-106.

Subjects of this study were asked to rank five groups or classes of people they felt should be labeled 'handicapped.' The youngest age group considered 'race,' 'speech,' and 'socioeconomic' conditions as handicapping. The middle aged group was more concerned with 'physical incapacitation,' 'blindness,' and 'heart disease.' The oldest group stressed 'mental illness' and 'mental retardation.' Males emphasized 'social' and 'intellectual' conditions, whereas females stressed the more visible (unattractive) conditions.

Comer, R. C. and Piliavin, J. A. As others see us: Attitudes of physically handicapped and normals toward own and other groups. Rehabilitation Literature, 1975, 36(7), 206-221.

See Attitudes of Disabled Persons.

Daniels, L. K. Covert reinforcement and hypnosis in modification of attitudes toward physically disabled persons and generalization to the emotionally disturbed. Psychological Reports, April 1976, 38(2), 554.

In this study covert reinforcement and hypnosis were tested as methods of altering attitudes toward disabled persons. Results were mixed. Instruments used were ATDP scale and the Opinion about Mental Illness Scale.

Dissinger, J. K. and Arnold, C. R. (Eds). Studies in the Psychological Foundations of Exceptionality. Monterey, CA: Brooks/Cole, 1975, 316 p.

See Attitudes Related to Education.

Donaldson, J. Channel variations and effects on attitudes toward physically disabled individuals. AV Communication Review, Summer 1976, 24(2), 135-144.

Randomly assigned 96 undergraduates to 1 of 3 experimental groups to view a 50 minute presentation of 3 men and 3 women, with visible disabling conditions, discussing issues and problems related to physical disability. Presentations were live, on television, or on audiotape. Attitudes of the Ss and of a control group were tested with the Attitudes Toward Disabled Persons Scale. The live and videotaped presentations were effective in modifying Ss' attitudes as compared to attitudes of the control group. (Journal summary.)

Donaldson, J. and Martinson, M. C. Modifying attitudes toward physically disabled persons. Exceptional Children, March 1977, 337-341.

An attempt was made to modify attitudes toward disabled persons via a panel presentation by individuals with visible physical disabilities.

Differential effects of live, video, and audio presentations were assessed, as were sex treatment variables. Results suggested that both the live and video presentations had significant effects on attitudes as measured by the ATDP. No significant differences were found between the responses of male and female subjects. Implications for practical use and for further research are discussed. (Journal abstract.)

Down, J. Sources of humanitarianism: Vietnamese attitudes toward the war-disabled. Character Potential, Nov. 1976, 8(1), 35-41.

Studied attitudes toward the war-disabled in 12 Vietnamese groups (war-disabled, rehabilitation workers, teachers, employers and officials, students, military, government officials, civil servants, Vietnamese employees of US agencies, graduate students, Vietcong, and others.) The Attitudes Behavior Scale(ABS) was given to 744 Ss, belonging to 6 religious categories. Results fail to support hypotheses predicting low or negative correlations between importance of and adherence to religion and ABS scores reflecting attitudes toward the disabled. (A. C. Moltu.)

Euse, F. J. An application of covert positive reinforcement for the modification of attitudes toward physically disabled persons. Dissertation Abstracts International, May 1976, 36(11-B), 5787-5788.

Evans, J. H. Changing attitudes toward disabled persons: An experimental study. Rehabilitation Counseling Bulletin, June 1976, 19(4), 572-579.

In this study an attitude change strategy is attempted based on the theory of K. Lewin (1948). One experimental and two control groups were used to determine attitude change toward persons with physical disabilities. The experimental condition involved statements made by a disabled confederate re: feelings about disability and others' curiosity about disability. Behavioral suggestions were also utilized to reduce tension and anxiety during interactions. Results indicated significant positive attitude gains for subjects in the experimental group.

Farina, A., Thaw, J., Felner, R. D., and Hust, B. E. Some interpersonal consequences of being mentally ill or mentally retarded. American Journal of Mental Deficiency, Jan. 1976, 80(4), 414-422.

See Mental Retardation.

Fay, F. Attitudinal barriers and possible solutions. Comprehensive Vocational Rehabilitation for Severely Disabled Persons: Conference, Dec. 3-5, 1975, Washington, DC, Job Development Laboratory, George Washington University, Medical Center, 93-98.

This is a study of the attitudes of architectural students and the results of various intervention techniques. Interventions recommended

include: audiovisual instruction, discussions with disabled people, role playing, specific course work related to aspects of barrier free design, demonstrated knowledge of minimal national standards for building accessibility.

The author recommends focusing on handicapping environments rather than individuals with disabilities.

Flexer, R. W. A comparison of student attitudes toward the disabled in courses on disability and educational psychology courses. Dissertation Abstracts International, May 1975, 35(11-A), 7122-7123.

Gallagher, J. J. The sacred and profane uses of labeling. Mental Retardation, Dec. 1976, 14(6), 3-7.

An exploration of the positive and negative effects of labeling. Recommendations included strengthening the role of the family, developing a more comprehensive diagnostic and classification system for handicapped children, giving public schools primary advocacy responsiblity, and closing of large residential institutions.

Giarratana-Oehler, J. Personal and professional reactions to blindness from diabetic retinopathy. New Outlook for the Blind, June 1976, 70(6), 237-239.

See Visual Impairment.

Goldstein, K. M. and Blackman, S. Generalizations regarding deviant groups. Psychological Reports. Aug. 1975, 37(1), 279-283.

Eighty-one college subjects were presented with booklets and asked to select from a list of 84 adjectives the five most characteristic of several concepts including mentally retarded, physically disabled, yourself, Americans, etc.

Golub, M. M. and Ehrlich, M. Extended travel and the social rehabilitation of physically disabled people. Journal of Rehabilitation, July/Aug. 1976, 42(4), 36-39.

See Attitudes of Disabled Persons.

Gottlieb, J. and Gottlieb, B. W. Stereotypic attitudes and behavior intentions toward handicapped children. American Journal of Mental Deficiency, July 1977, 82(1), 65-71.

Fifty-six junior high students were questioned regarding their attitudes toward mentally retarded and orthopedically impaired children. Results indicated that attitudes toward the orthopedically impaired child were more favorable than attitudes toward the mentally retarded.

Methodological difficulties involved in attitude research toward disabled populations are also discussed.

Instruments used: two paragraphs describing two children with disabilities, followed by an adjective checklist and a social distance scale.

Gottlieb, J. and Siperstein, G. N. Attitudes toward mentally retarded persons: Effects of attitude referent specificity. American Journal of Mental Deficiency, Jan. 1976, 80(4), 376-381.

See Mental Retardation.

Greer, B. G. On being the parent of a handicapped child. Exceptional Children, May 1975, 41(8), 519.

See Attitudes of Family Members.

Haist, D. Municipal recreation services for special groups. Journal of Leisurability, Oct. 1975, 2(4), 32-37.

The recreational needs of disabled persons are frequently thwarted because of the prejudicial attitudes of the community. In this study a survey was conducted in Ontario, Canada to determine the existence and availability of recreational services for disabled persons. The differences between small and large communities are presented.

Harasymiw, S. J., Horne, M. D., and Lewis, S. C. A longitutidinal study of disability group acceptance. Rehabilitation Literature, April 1976, 37(4), 98-102.

The purpose of this study was to investigate the attitudes of the general population toward 22 disability groups. Over 4,000 subjects were involved over an eight year period of time. A highly stable hierarchy of preference was found across heterogeneous subgroups. The results indicate that productivity and acceptance of social values by disabled may be critical factors in the attitudes of the nondisabled.

Haring, N. G. Educational services for the severely and profoundly handicapped. The Journal of Special Education, Winter 1975, 9(4), 425-433.

See Attitudes Related to Education.

Harris, R. M. and Harris, A. C. A new perspective on the psychological effects of environmental barriers. Rehabilitation Literature, March 1977, 38(3), 75-78.

See Attitudes of Disabled Persons.

Higgs, R. W. Attitude formation - contact or information? Exceptional Children, April 1975, 41(7), 496-497.

This study involved different aged subjects with varying levels of contact with and information about disabled people. The data indicate that attitudes change as a result of age, experience, and education. Those individuals with high degrees of contact had more favorable attitudes than did other subjects. Instruments used were ATDP Scale, a contact rating index, and a knowledge test about physical disabilities.

Hollgy, S., Wilson, G. B., Giolas, T. G., and Dean, M. S. Listener reaction to hearing aid wearers. Journal of Rehabilitation of the Deaf, Jan. 8(3), 22-30.

See Hearing Impairment.

Hout, J. H. Beyond the handicap. American Education, April 1977, 13(3), 25-26.

See Attitudes of Disabled Persons.

Katz, P. A., Katz, I. and Cohen, S. White children's attitudes toward Blacks and the physically handicapped: A developmental study. Journal of Educational Psychology, Feb. 1976, 68(1), 20-24.

Children's behavior toward adults who differed from them along 2 dimensions was examined from a developmental perspective. A total of 80 White kindergartners and 4th graders were tested individually by either a Black or a White female adult who either was or was not seated in a wheelchair. Three kinds of behavior toward the adult were measured: physical distancing, imitation, and helping. On the basis of previous findings, it was predicted that children at both age levels would show more physical avoidance, less imitation, and less helping in the presence of other-race and handicap cues, as compared with own-race and nonhandicap cues. On all 3 types of behavior, the White E was favored over the Black E in both the wheelchair and nonwheelchair conditions. In addition, there were interaction effects involving race, handicap, age, and sex that suggest the operation of complex developmental processes in the formation of attitudes toward different types of stigmatized individuals. (Journal abstract.)

Killingsworth, C. L. Awareness day. Journal of Leisurability, July 1975, 2(3), 36-38.

The author describes briefly an "Awareness Day," sponsored by therapeutic recreation students. Several activities were on the agenda, such as playing wheelchair basketball. Social stereotyping of disabled persons and public awareness are stressed.

Kojima, Y. Disabled individuals in Japanese society. Rehabilitation World, Summer (Aug.) 1977, 3(2), 18-25.

Allport's five types of rejection are identified and applied to Japanese society. Historical attitudes are examined, and the cultural

differences between Japan and the West are discussed, e.g., the Japanese tendency to identify (disabled) child and parents as one subgroup rather than as three individuals, the parents' responsibility, the social pressure to be similar to others, etc. Vocational discrimination is stressed, as well as prejudicial attitudes in education, housing, and recreation.

Langer, E. J., Fiske, S., Taylor, S. E., and Chanowitz, B. Stigma, staring, and discomfort: A novel-stimulus hypothesis. Journal of Experimental Social Psychology, Sep. 1976, 12(5), 451-463.

Conducted 3 experiments to assess the validity of the novel-stimulus hypothesis as an explanation for why people who are physically different (i.e., novel) are avoided. The hypothesis states that avoidance is mediated by conflict over a desire to stare at novel stimuli and a desire to adhere to a norm against staring when the novel stimulus is another person. It was found that staring increased with novelty when staring was unobserved (sanctioned); the reverse obtained when an observer was present. The question of whether such avoidance of the disabled results from feelings of dislike or disgust as previously suggested, or from discomfort created by novelty, is discussed. (From journal abstract.)

Lasky, R. G., DellOrto, A. E., and Marinelli, R. P. Structured experiential therapy (SET-R): A group approach for overcoming prejudice between disabled and nondisabled persons. Unpublished paper. Boston University, Dept. of Rehabilitation Counseling, Sep. 1976.

See Attitudes of Disabled Persons.

Lazar, A. L., Orpet, R., and Demos, G. The impact of class instruction on changing student attitudes. Rehabilitation Counseling Bulletin, Sep. 1976, 20(1), 66-68.

The purpose of this study was to ascertain if the attitudes of university students in special education courses could be changed in specific directions. The findings of this study supported the notion that instructors can change the attitudes of their students with a carefully planned and sequenced instructional program. (Journal abstract.)

McAndrew, I. Children with a handicap and their families. Child Care, Health & Development, Jul-Aug. 1976, 2(4), 213-237.

See Attitudes of Family Members.

Martin, E. W. A national commitment to the rights of the individual: 1776 to 1976. Exceptional Children, Nov. 1976, 43(3), 132-135.

See Attitudes Related to Education.

Mayadas, N. S. and Duehn, W. D. The impact of significant adults' expectations on the life style of visually impaired children. New Outlook for the Blind, Sep. 1976, 70(7), 286-290.

See Visual Impairment.

Mesch, J. C. Content analysis of verbal communication between spinal cord injured and nondisabled male college students. Archives of Physical Medicine and Rehabilitation, Jan. 1976, 57(1), 25-30.

See Spinal Cord Injury.

Mitchell, D. C. and Frederickson, W. A. Preferences for physically disabled counselors in hypothetical counseling situations. Journal of Counseling Psychology, 1975, 22(6), 477-482.

This study involved college student subjects and a hypothetical situation questionnaire. Ss were asked to rate their preferences for a counselor in 20 counseling situations; their choices for counselors were: wheelchair bound, amputee, blind, and no disability. Results supported the hypothesis that disabled counselors would be selected over a counselor with no disability, due to an "enhanced ability to understand and empathize." Ss also preferred different counselors for different problem situations.

Mitchell, J. C. Disabled counselors: Perception of their effectiveness in a therapeutic relationship. Archives of Physical Medicine and Rehabilitation, July 1976, 57(7), 348-352.

In this study, subject perception of a counselor in a wheelchair was investigated. Evaluation of the counselor was by the Barrett-Lennard Relationship Inventory. Results indicate that a counselor in a wheelchair is perceived more favorably than an able-bodied counselor. Female subjects perceived him more favorably than male subjects.

Mitchell, J. and Allen, H. Perception of a physically disabled counselor in a counseling session. Journal of Counseling Psychology, 1975, 22(1), 70-73.

189 college student subjects were divided into two groups. One group viewed a videotaped counseling session with the counselor in a wheelchair. The comparison group viewed the same counseling dyad on videotape, except the counselor was seated in a chair. Both groups rated the interaction. Results suggested that the disabled counselor was rated significantly higher on all therapeutic variables compared with the same counselor when viewed as able-bodied.

Park, L. D. Barriers to normality for the handicapped adult in the U.S. Rehabilitation Literature, April 1975, 36(4), 108-111.

A discussion of barriers confronting disabled people in America: confused value system by government, mobility problems, lack of entry system for adolescents in the world of work, and lack of implemented technology. Identification of barriers is far more specific than the general suggestions for removing barriers.

Reeder, C. W. and Linkowski, D. C. An institute on attitudinal, legal, and leisure barriers to the disabled. Rehabilitation Counseling Bulletin, Sep. 1976, 20(1), 76-79.

Describes a Regional Rehabilitation Research Institute at George Washington University, Washington, D. C., and gives a conceptual framework and some aspects of the research methodology. The purpose of this institute is to develop research assisting in the reduction or removal of specific barriers confronting the disabled.

Reichel, E. A. Changing attitudes toward the disabled. Journal of Applied Rehabilitation Counseling, Fall 1975, 6(3), 188-192.

Contemporary social attitudes toward the handicapped are compared with attitudes toward minority group members. Attention is given to aspects of employment practices and the nature of the rehabilitative process.

Samerotte, G. C. and Harris, M. B. Some factors influencing helping: The effects of a handicap, responsibility, and requesting help. The Journal of Social Psychology, 1976, 98, 39-45.

This study investigated the responses of nondisabled adults to two different types of handicaps (bandaged arm and facial scar). The results supported the theory that handicaps increase sympathy for a person, but that disfigurement reduces attractiveness, and as a result helping decreases as the severity of the handicap increases.

Schulz, P. J. The sight of blindness and the phenomenon of avoidance. New Outlook for the Blind, June 1975, 69(6), 261-265.

See Visual Impairment.

Smith-Hanen, S. S. Socialization of the physically handicapped. Journal of Applied Rehabilitation Counseling, Fall 1976, 7(3), 131-141.

See Attitudes of Disabled Persons.

Spinak, J. Normalization and recreation for the disabled. Journal of Leisurability, April 1975, 2(2), 31-35.

This article describes the general steps to normalization of formerly institutionalized individuals in terms of recreational facilities and activities. Public as well as professional attitudes are considered briefly.

Straus, A. Changing attitudes toward blindness: A role-playing demonstration for service clubs. New Outlook for the Blind, Nov. 1975, 69(9), 407-409.

See Visual Impairment.

Thornley, M. L. A national trend: The impact of educating and training formerly institutionalized children and adults in the community. Education & Training of the Mentally Retarded, April 1976, 11(2), 152-155.

See Attitudes Related to Education.

Vander Kolk, C. J. Physiological measures as a means of assessing reactions to the disabled. New Outlook for the Blind, March 1976, 70(3), 101-103.

Used a psychological stress evaluator (charting voice modulations) to measure the reactions of 20 undergraduates to populations of Black, blind, cerebral palsied, diabetic, ex-offender, homosexual, mentally retarded, one-arm amputee, one-leg amputee, paraplegic, and psychotic persons. As a group, Ss demonstrated physiological stress to each of the different populations. Stress reactions were varied between individuals, and certain disabilities elicited more stress than others. Rating of disabilities according to relative desirability was not always congruent with the degree of stress elicited. Incongruence between body processes and verbalizations are suggested reasons for these discrepancies. The need for further investigation of nondisabled persons' reactions to disabled persons using objective measurement tools (such as the psychological stress evaluator) is emphasized. (A. C. Moltu.)

Vasa, S. F., Scranton, T. R., and Rankin, J. Insurance practices and handicapped children. Academic Therapy, Winter 1976-77, 12(2), 173-179.

A study dealing with the effects of labelling on insurance practices. Findings indicate the "categorical designations of children apparently have a direct financial impact on a family's insurance rates." (p. 177.) Further findings suggest that insurance companies rely heavily on the medical model. Stigma and post-school adjustment is also considered.

Vernon, M. Major current trends in rehabilitation and education of the deaf and hard of hearing. Rehabilitation Literature, April 1975, 36(4), 102-107.

See Hearing Impairment.

Vicente, A. R. Law enforcement student attitudes toward handicapped children. Dissertation Abstracts International, Jan. 1975, 35(7-A), 4291.

Wada, M. A. and Brodwin, M. G. Attitudes of society toward sexual functioning of male individuals with spinal cord injury. Psychology, Nov. 1975, 12(4), 18-22.

See Spinal Cord Injury.

Walls, R. T., Maisson, C. and Werner, T. J. Negative incentives to vocational rehabilitation. Rehabilitation Literature, May 1977, 38(5), 143-150.

See Attitudes Related to Employment.

Weininger, O. The disabled and dying children: Does it have to hurt so much? Ontario Psychologist, Aug. 1975, 7(3), 29-35.

The dying or disabled child often fails to get any psychological assistance. Their needs at various ages and stages of illness and the reasons adults have difficulty dealing with the child's feelings are discussed. The need to help the child express anger and frustration is seen as particularly important.

Wilke, H. H. Creating the caring community (26th John Stanley Coulter Memorial lecture). Archives of Physical Medicine and Rehabilitation, March 1977, 58(3), 97-100.

In this lecture, the author discusses the uncaring quality of society, and the necessity for the "rehabilitated" individual to re-enter the mainstream. Identification of concerns, coping skills, and the need for a more caring society are explored.

Wright, B. A. Social-psychological leads to enhance rehabilitation effectiveness. Rehabilitation Counseling Bulletin, June 1975, 18(4), 214-223.

See Attitudes of Professionals.

Yuker, H. E. and Block, R. Attitudes towards the disabled. Summary of Conference Proceedings of the Canadian Rehabilitation Council for the Disabled, 15th Annual Meeting and Conference, May 26-27, 1977, Toronto, Ontario.

See Attitudes Related to Employment.

Jernigan, K. Blindness: Is the public against us. Address delivered at the Annual Convention of National Federation of the Blind, July 1975.

See Visual Impairment.

Jernigan, K. Blindness: Of visions and vultures. Address delivered at the Annual Convention of the National Federation of the Blind in L.A., July 1976.

See Visual Impairment.

Jernigan, K. Blindness - The myth and the image. The National Federation of the Blind, Washington, D.C. (N.D.)

See Visual Impairment.

Jernigan, K. To man the barricades. National Federation of the Blind, Washington, D.C. (N.D.)

See Visual Impairment.

THEORIES AND METHODS RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE

Arlin, M. Causal priority of social desirability over self-concept: A cross-lagged correlation analysis. Journal of Personality and Social Psychology, 1976, 33(3), 267-272.

The study examined the causal relationship between social desirability (SD) and self-concept (SC). Two self-report instruments - Crandall's Children's Social Desirability Scale and the Piers-Harris Children's Self-Concept Scale - were administered before and after a 9-month therapeutic treatment designed to enhance self-concept. (From journal abstract.)

Baldwin, N.F. Locus of evaluation and adjustment to experimentally induced failure and success among disabled adolescents. Archives of Physical Medicine and Rehabilitation, March 1976, 57(3), 109-113.

See Attitudes of Disabled Persons.

Beltman, J. R., Capon, N. and Lutz, R. J. Multiattribute measurement models and multiattribute attitude theory: A test of construct validity. Journal of Consumer Research, Mar. 1975, 1(4), 1-15.

Makes a distinction between the multiattribute attitude model as a measurement device and as a theory of attitude formation and change. An analysis of variance paradigm was used with 72 undergraduates to investigate the underlying multiplicative and summative assumptions. M. Fishbein's (1963) multiattribute theory demonstrated reasonably high construct validity. Individual differences in attribute combination rules are identified, and the issue of cognitive averaging vs. cognitive summation is raised. (Journal abstract.)

Brockner, J. and Swap, W. C. Effects of repeated exposure and attitudinal similarity on self-disclosure and interpersonal attraction. Journal of Personality and Social Psychology, 1976, 33(5), 531-540.

In an attempt to ascertain further the importance and generalizability of repeated exposure in causing enhanced interpersonal attraction, an experiment was conducted in which each subject encountered four other subjects, all perceived to be either attitudinally similar or dissimilar. ... Although subjects were generally more attracted to similar partners, there was a tendency as measured by both group and individual subject data, for the most frequently seen other to be rated most positively.... (From journal abstract.)

Instrument used - 15 individual attitude items adapted from Byrne.

Brown, L. M. Locus of control and rehabilitation of the physically disabled. Dissertation Abstracts International, June 1975, 35(12-A, Pt. 1), 7643.

Cooke, T. P., Appolloni, T., and Shores, R. E. Developing affective behavior in exceptional children: A call for an integration of theoretical perspectives. Psychiatric Forum, Spring 1976, 6(1), 35-44.

See Attitudes of Professionals.

Daniels, L. K. Covert reinforcement and hypnosis in modification of attitudes toward physically disabled persons and generalization to the emotionally disturbed. Psychological Reports, April 1976, 38(2), 554.

See Attitudes of General Society.

Donaldson, J. Channel variations and effects on attitudes toward physically disabled individuals. AV Communication Review, Summer 1976, 24(2), 135-144.

See Attitudes of General Society.

Donaldson, J. and Martinson, M. C. Modifying attitudes toward physically disabled persons. Exceptional Children, March 1977, 337-341.

See Attitudes of General Society.

Dweck, C. S. The role of expectations and attributions in the alleviation of learned helplessness. Journal of Personality and Social Psychology, 1975, 34(4), 674-685.

The purpose of the investigation was to determine whether changing attributions for failure would enable learned helpless children to deal more effectively with failure in an experimental problem-solving situation. Two training procedures were utilized: one involving success only experiences; the other incorporating failure as part of the learning situation. The subjects receiving the latter treatment maintained or improved their performance.

Euse, F. J. An application of covert positive reinforcement for the modification of attitudes toward physically disabled persons. Dissertation Abstracts International, May 1976, 36(11-B), 5787-5788.

Evans, J. H. Changing attitudes toward disabled persons: An experimental study. Rehabilitation Counseling Bulletin, June 1976, 19(4), 572-579.

See Attitudes of General Society.

Felton, G. S. Changes in attitudes toward disabled persons among allied health paraprofessional trainees in an interdisciplinary setting. Perceptual and Motor Skills, Feb. 1975, 40(1), 118.

See Attitudes of Professionals.

Fenton, T. R. The effects of inservice training on elementary classroom teachers' attitudes toward and knowledge about handicapped children. Dissertation Abstracts International, March 1975, 35(9-A), 5966.

Fishbein, M. and Ajzen, I. Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research. Reading, Mass.: Addison-Wesley, 1975.

This book presents a conceptual framework which can be applied to the diverse literature on attitudes. The authors conclude that attitudinal findings are neither inconsistent nor inconclusive.

Fix, C. and Rohrbacher, J. What is a handicap?: The impact of attitudes. Personnel and Guidance Journal, Nov. 1977, 56(3), 176-178.

Report of college-based project to reduce attitudinal barriers via simulation of a disability and self-examination. Helpful guidelines are offered for the conducting of workshops, such as: coordinating workshop with other on-going programs, getting a good cross-section of participants, focusing on specific disability types, and training of helpers. Guidelines are also given for workshop design and elimination of environmental barriers. Discussion is given on processing the experience and evaluating your workshop.

Gilbert, L. A. Situational factors and the relationship between locus of control and psychological adjustment. Journal of Counseling Psychology, 1976, 23(4), 302-309.

A model of psychological adjustment was tested in which increased internality for some groups of college students occurs as a result of regaining control over stressful environmental events as opposed to learning a different generalized perception of their world. (From journal abstract.) Differences between clients and nonclients are noted and discussed.

Goethals, G. R. and Cooper, J. When dissonance is reduced: The timing of self-justificatory attitude change. Journal of Personality and Social Psychology, 1975, 32(2), 361-367.

Hypotheses were tested regarding the timing of self-justificatory attitude change following forced compliance. (From journal abstract.)

Grush, J. E. Attitude formation and mere exposure phenomena: A non-artifactual explanation of empirical findings. Journal of Personality and Social Psychology, 1976, 33(3), 281-290.

Infrequent positive (E+) and negative (E-) words were used as stimuli in exposure experiments. Increased exposure led E+ words to become more positive and E- words to become more negative.... The findings were predicted from an attitude formation process that was based on Fishbein's attitude model.... It was concluded that...the attitude formation process can potentially reconcile inconsistent findings in the literature. (From journal abstract.)

Heberlein, T. A. and Black, J. S. Attitudinal specificity and the prediction of behavior in a field setting. Journal of Personality and Social Psychology, 1976, 33(4), 474-479.

The hypothesis that specific attitudes are more highly correlated with behavior than general attitudes was tested in a field setting. (From journal abstract.) Subjects were gasoline customers of a major oil company. The results supported the hypothesis. Instruments used: eight short attitude scales were constructed and ranked empirically into four levels of specificity.

Higgs, R. W. Attitude formation - contact or information? Exceptional Children, April 1975, 41(7), 496-497.

See Attitudes of General Society.

Hobbs, G. The influence of counterattitudinal acting on the attitudes of actors. The Speech Teacher, Nov. 1975, 24(4), 328-334.

"The basic question of this study is, does significant attitude change take place in an actor when he portrays a character in a scripted play or monologue?" (p. 329). Results indicate that attitude change can occur by playing a role. Possible application as an intervention method. Not specifically related to disability.

Hooker, C. E. Learned helplessness. Social Work, May 1976, 21(3), 194-198.

Describes a learned helplessness model which holds that learned helplessness occurs when an individual believes that he or she is unable to control the outcome of events. This cognitive disturbance gives rise to the motivational and emotional aspects of learned helplessness. It is maintained that in a crisis situation, prompt, effective intervention is essential to the prevention of more serious impairment. Emphasis at this stage should be on using and enhancing the cognitive process of the affected individual. Techniques that the social worker can use to prevent learned helplessness are described. (M. Ellison-Pounsel.)

Johnson, B. L. and Kilmann, P. R. The relationship between recalled parental attitudes and internal-external control. Journal of Clinical Psychology, 31(1), 1975, 40-42.

A study involving 80 university undergraduates which compared individual locus of control (a personality dimension that involves an individual's perceived control over events in his life) with maternal and paternal child-rearing attitudes. The results indicated that maternal child-rearing attitudes of over-protectiveness and restrictiveness were related to an external orientation (i.e., "rewards and reinforcements occur on a chance basis, are due to fate or luck, or are controlled by something or someone else," p. 40). Possible applicability to over-protection and restrictiveness re: disabled child.

Measures used were Family Relations Inventory and the Rotter Locus of Control Scale.

Kinder, D. R., Smith, T., and Gerard, H. B. The attitude-labeling process outside of the laboratory. Journal of Personality and Social Psychology, 1976, 33(4), 48-491.

An extension of the Ostrom and Upshaw perspective model of attitudes was examined using data from a survey of student opinion /political/. The authors call for a model of attitudes that is more generally applicable to the real world. A proposed additional dimension, milieu embeddedness, was considered as a corrective factor in the model and as an explanation for the model's disconfirmation in our results. (From journal abstract.)

Instrument: A survey consisting of 207 items, many of which were topical political attitude questions.

Langer, E. J., Fiske, S., Taylor, S. E., and Chanowitz, B. Stigma, staring, and discomfort: A novel-stimulus hypothesis. Journal of Experimental Social Psychology, Sep. 1976, 12(5), 451-463.

See Attitudes of General Society.

Lazar, A. L., Orpet, R., and Demos, G. The impact of class instruction on changing student attitudes. Rehabilitation Counseling Bulletin, Sep. 1976, 20(1), 66-68.

See Attitudes of General Society.

Leonard, R. L. Self-concept and attraction for similar and dissimilar others. Journal of Personality and Social Psychology, 1975, 31(5), 926-929.

The hypothesis of this study was tested and confirmed: persons with favorable self-concepts were more attracted to people with similar attitudes than to others with dissimilar attitudes. People holding negative self-concepts did not show a preference for people similar to them.

Levitin, T. E. Deviants as active participants in the labeling process: The visibly handicapped. Social Problems, April 1975, 22(4), 548-557.

See Attitudes of Disabled Persons.

Rappaport, M. M. and Rappaport, H. The other half of the expectancy equation: Pygmalian. Journal of Educational Psychology, 1975, 67(4), 531-536.

The authors of this article stress that resources should be utilized to prepare one for a potentially hostile world, rather than to attempt to change attitudes and create an optimal environment.

Rokeach, M. Long-term value change initiated by computer feedback. Journal of Personality and Social Psychology, 1975, 32(3), 467-476.

This study sought to determine whether value change can be induced by a computer instead of a human agent and whether value will occur even when target values are not preselected for experimental treatment. Value change did occur in the experimental group. The Rokeach Value Survey was used.

Rosenbaum, M. and Raz, D. Denial, locus of control and depression among physically disabled and nondisabled men. Journal of Clinical Psychology, July, 1977, 33(3), 672-676.

See Attitudes of Disabled Persons.

Sadlick, M. and Penta, F. B. Changing nurse attitudes toward quadraplegics through use of television. Rehabilitation Literature, 1975, 36(9), 274-278.

See Spinal Cord Injury.

Samerotte, G. C. and Harris, M. B. Some factors influencing helping: the effects of a handicap, responsibility, and requesting help. The Journal of Social Psychology, 1976, 98, 39-45.

See Attitudes of General Society.

Schlenker, B. R. and Schlenker, P. A. Reactions following counterattitudinal behavior which produces positive consequences. Journal of Personality and Social Psychology, 1975, 31(5), 962-971.

It was hypothesized that attitude change following a counterattitudinal behavior which produces important positive consequences would be inversely related to the amount of responsibility which could be attributed to the individual for the action. (From journal abstract.)

Shaffer, D. R. Some effects of consonant and dissonant attitudinal advocacy on initial attitude salience and attitude change. Journal of Personality and Social Psychology, 1975, 32(1), 160-168.

The present experiment provides a test of contrasting predictions derived from Bem's self-perception theory and Festinger's cognitive dissonance theory.... The results failed to support the self-perception predictions but were generally consistent with dissonance theory. (From journal abstract.)

Shaffer, D. R. Some effects of initial attitude importance on attitude change. The Journal of Social Psychology, 1975, 97, 279-288.

Twenty students wrote counterattitudinal essays in a study dealing with Festinger's cognitive dissonance theory and Bem's self-perception theory. Subjects with important initial attitudes showed less attitude change after the counterattitudinal essays than did subjects holding moderately important initial attitudes.

Shaw, S. F. and Gillung, T. B. Efficacy of a college course for regular class teachers of the mildly handicapped. Mental Retardation, Aug. 1975, 13(4), 3-6.

See Attitudes Related to Education.

Stevens, R. P. Experiential deprivation: Another response. American Annals of the Deaf, Oct. 1976, 121(5), 494-496.

See Hearing Impairment.

Taylor, S. E. On inferring one's attitudes from one's behavior: Some delimiting conditions. Journal of Personality and Social Psychology, 1975, 31(1), 126-131.

This study was designed to determine some conditions under which people infer their attitudes directly from their behavior.

Taylor, S. E. and Koivumaki, J. H. The perception of self and others: Acquaintanceship, affect, and actor-observer differences. Journal of Personality and Social Psychology, 1976, 33(4), 403-408.

Three studies were designed to examine how people perceive themselves versus others. The main finding was that people were seen as causing positive behaviors, and situational factors were regarded as causing negative behaviors (positivity effect). This positivity effect was found to operate most strongly for perceptions of intimate others, such as spouse or friends, and less strongly for strangers and liked and disliked acquaintances. (From journal abstract.)

Instruments used: behavioral questionnaires and a list of 30 adjectives selected from Anderson's list.

Thomas, K. The relationship between attitudes and beliefs: Comments on Smith and Clark's classification of belief type and predictive value. Journal of Personality and Social Psychology, 1975, 32(4), 748-751.

This article discusses a recent study by Smith and Clark, which attempted to show how each variable in the central equation of Fishbein's attitude theory contributed to the prediction of attitude, and which derived a classification of attributes and their predictive value. (From journal abstract.) Thomas criticizes the Smith and Clark study, and in the conclusion, notes that more attention must be given to the choice of salient items by the user of this form of attitude measurement.

Yuker, H. E. and Block, R. Attitudes towards the disabled. Summary of Conference Proceedings of the Canadian Rehabilitation Council for the Disabled, 15th Annual Meeting and Conference, May 26-27, 1977, Toronto, Ontario.

See Attitudes Related to Employment.

INSTRUMENTATION FOR MEASURING ATTITUDES

Altshuler, K. Z., et al. Impulsivity and profound early deafness: A cross cultural inquiry. American Annals of the Deaf, June 1976, 121(3), 331-345.

See Hearing Impairment.

Askevold, F. Measuring body image. Psychotherapy and Psychosomatics, 1975, 26(2), 71-77.

The author describes a simple and inexpensive method for measuring body image. He discusses the effect of a bodily sysmptom (pain, disability) on body awareness.

Beltman, J. R., Capon, N., and Lutz, R. J. Multiattribute measurement models and multiattribute attitude theory: A test of construct validity. Journal of Consumer Research, March 1975, 1(4), 1-15.

See Theories and Methods.

Elsberry, N. L. Comparison of two scales measuring attitudes toward persons with physical disabilities. Psychological Reports, April 1975, 36(2), 473-474.

Thirty nondisabled college students completed the Attitudes Toward Disabled Persons Scale and the Disability Factor Scale G. Correlations of factors in the two scales ranged from .10 to .64. (Journal abstract.)

Gillies, J. Personality and adjustment in deaf children. British Journal of Projective Psychology & Personality Study, June 1975, 20(1), 33-34.

See Hearing Impairment.

Gottlieb, J. and Siperstein, G. N. Attitudes toward mentally retarded persons: Effects of attitude referent specificity. American Journal of Mental Deficiency, Jan. 1976, 80(4), 376-381.

See Mental Retardation.

Rose, S. The use of the Test of Social Inference with deaf adolescents. Dissertation Abstracts International, May 1976, 36(11-A), 7346.

Starr, P. and Heiserman, K. Acceptance of disability by teenagers with oral-facial clefts. Rehabilitation Counseling Bulletin, March 1977, 20(3), 198-201.

See Other Disability.

Steger, H. G. and Chisholm, S. Predicting adjustment of heart patients with the cardiac adjustment scale. Journal of Clinical Psychology, July 1977, 33(3), 735-739.

See Other Disability.

Taylor, H. G. Social perception of the mentally retarded. Journal of Clinical Psychology, Jan. 1975, 31(1), 100-102.

See Mental Retardation.

Vander Kolk, C. J. Physiological measures as a means of assessing reactions to the disabled. New Outlook for the Blind, March, 1976, 70(3), 101-103.

See Attitudes of General Society.

Weigel, R. H. and Newman, L. S. Increasing attitude-behavior correspondence by broadening the scope of the behavioral measure. Journal of Personality and Social Psychology, 1976, 33(6), 793-802.

"The present study was designed to minimize the methodological and behavioral criterion problems which compromise the value of much of the past research on the relationship of attitudes and actions." (p. 799.) The data obtained from this study indicates that a "high-quality attitude measure focusing on a general or comprehensive attitude-object can make strong predictions of behavioral variation when that behavioral variation is sought in the context of patterned sets of actions rather than in a single act." (p. 800-801.) An environmental concern scale was used.

Yuker, H. E. and Block, R. Attitudes towards the disabled. Summary of conference proceedings of the Canadian Rehabilitation Council for the Disabled, 15th Annual Meeting and Conference, May 26-27, 1977, Toronto, Ontario.

See Attitudes Related to Employment.

Zheutlin, S. and Goldstein, S. G. The prediction of psycho-social adjustment subsequent to cardiac insult. Journal of Clinical Psychology, July 1977, 33(3), 706-710.

See Other Disability.

11/11/2011
T 245293 5 32 00
HF GROUP - IN